

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.

March 06, 2014

Stanton ES-12 NCES - 110003000013

District of Columbia Public Schools

SIG Implementation Indicators

Key Indicators are shown in **RED**.

Turnaround Principles

Principle 1: School Leadership

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| Indicator | D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.(1671) | | |
| Status | Tasks completed: 1 of 2 (50%) | | |
| Assessment | Level of Development: | Initial: Limited Development 12/19/2011 | |
| | 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>██████████ completes all IMPACT observations on the required district cycle and conducts follow-up meetings with each instructional team member. Her assistant principal conducts observations for non-instructional staff. Student achievement goal-setting meetings are also conducted with each team-member and these are tracked throughout the school year.</p> | |
| Plan | Assigned to: | ██████████ | |
| | How it will look when fully met: | All IMPACT evaluations will be completed fully and thoroughly and submitted in a timely manner. Meetings will be held after observations with each individual staff member and the evaluators will point to specific evidence to substantiate their ratings. | |
| | Target Date: | 05/02/2014 | |
| | Tasks: | | |
| | 1. All staff will be trained on IMPACT. | | |
| | Assigned to: | ██████████ | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 09/27/2013 | |
| | Comments: | staff receive IMPACT training annually | |
| | Task Completed: | 08/09/2013 | |
| | 2. Leadership team will conduct IMPACT evaluations with pre and post conferences for feedback. | | |

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| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 05/02/2014 |
| | | Frequency: | four times a year |
| | | Comments: | Most teacher will receive three observations by a member of the leadership and two from a Master Educator. |
| Implement | Percent Task Complete: | Tasks completed: | 1 of 2 (50%) |

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| Indicator | D02 - There is an established procedure for documenting the evaluation process.(1675) | | |
| Status | Objective Met 11/7/2013 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/19/2011 | |
| | | Objective Met - 11/07/2013 11/07/2013 | |
| | 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: | ██████████ uses the IMPACT online DCPS system to track all observations, scores, meetings and other follow-up. She submits all documentation within the required time period. | |
| Plan | Assigned to: | ██████████ | |
| | How it will look when fully met: | All IMPACT data will be entered into the online DCPS system which tracks observations, scores meetings and qualitative information. ██████████ and ██████████ will both document all information in these systems. | |
| | Target Date: | 06/01/2013 | |
| | Tasks: | | |
| | 1. All IMPACT information for beginning, middle and end of year evaluations will be entered into the DCPS online system. | | |
| | Assigned to: | ██ | |
| | Added date: | 02/12/2013 | |
| | Target Completion Date: | 06/01/2013 | |
| | Comments: | | |

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| | | Task Completed: | 06/20/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 11/7/2013 |
| | Experience: | | 11/7/2013 The Stanton team has ensured all team members are trained on IMPACT 11/7/2013 The Stanton team has ensured all team members are trained on IMPACT |
| | Sustain: | | 11/7/2013 the Stanton team will continue to be trained on IMPACT yearly 11/7/2013 the Stanton team will continue to be trained on IMPACT yearly |
| | Evidence: | | 11/7/2013 impact data located in DCPS data system 11/7/2013 impact data located in DCPS data system |

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| Indicator | D03 - The principal provides timely, clear, constructive feedback to teachers.(1676) | | |
| Status | Objective Met 2/13/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/19/2011 | |
| | | Objective Met - 02/13/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>██████████ and her team of coaches provide weekly feedback to all teachers in the building. As the principal, she leads, manages and develops the team of coaches as well as coaching her own caseload of 2-4 teachers. Each coach's coaching load changes each 6-8 week cycle depending on teachers' individual needs. After each observation, a brief meeting is held between the coach and the teacher where the coach shares strengths and areas for growth. As a next step, ██████████ and her team hope to hold teachers more accountable for the feedback they receive and to ensure that follow-up observations are conducted to ensure that next steps have been met. This will create a more streamlined and impactful system of feedback and action.</p> | |
| Plan | Assigned to: | ██████████ | |
| | How it will look when fully met: | When this objective is fully met, all teachers will be able to detail exactly what skills they are working on with their coaches and how they are going to be supported to achieve these goals. Coaches will document work that they conduct their teachers and conduct follow-up observations and meetings to provide additional support based on data they have gathered. | |
| | Target Date: | 11/01/2013 | |
| | Tasks: | | |
| | 1. ██████████ will create a tool to document ongoing coaching and a structure to review this information ongoing with her coaching team. | | |
| | Assigned to: | ██████████ | |
| | Added date: | 02/12/2013 | |
| | Target Completion Date: | 09/01/2013 | |
| | Comments: | ██████████ created an evaluation tool to document teacher performance and instructional development. | |
| | Task Completed: | 11/01/2012 | |
| | 2. ██████████ will provide development and support to her coaching team on this new tool and the ongoing accountability structures. | | |
| | Assigned to: | ██████████ | |
| | Added date: | 02/12/2013 | |
| | Target Completion Date: | 10/01/2013 | |

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| | | Comments: | Weekly meetings for ALT and weekly individual check in with both coaches, to monitor instructional coaching and teacher performance. |
| | | Task Completed: | 11/01/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 2/13/2013 |
| | Experience: | | 2/13/2013 In order to shift our school's focus from school culture to academics, we had to push ourselves as a leadership team and really get to the heart of the obstacles preventing instructional greatness. As a LT we all read Leveraging Leadership over the summer and made a full commitment to putting instruction at the top of our work. This meant assigning all LT members to a full caseload of teachers at each unit/coaching cycle. While it has been tough to balance the new coaching caseload and each coach has areas for growth the conversation and work has really moved to instruction and teaching. |
| | Sustain: | | 2/13/2013 We will need to continue to have difficult, courageous conversations about instruction and provide teachers and the teams with a direction for their instructional work. For example, right now the school wide focus is on developing strong unit plans. We have seen solid teacher growth in this area because we spent so much school wide time and energy on the same goal. We will need to take this approach with each new layer of our work. |
| | Evidence: | | 2/13/2013 Evidence of our work in this area is documented below: Launch of our 1st New Teacher Orientation Summer PD Institute Weekly ALT meetings Weekly Coach & Team Leader check ins where agenda items are heavily focused on instruction Work with instructional experts in the field of LITERACY and MATH Teacher created unit plans |

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| 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 | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | The Principal is the instructional leader at Stanton. The Principal has a Chief of Staff to handle many of the operational issues, thereby allowing the Principal to focus more on instruction. In addition to the Stanton Principal, Stanton coaches, Program Directors, and administrators provide on-going feedback to teachers. We have a variety of quick hit feedback tools as well as a more in-depth coaching cycle with prioritized and non-prioritized teachers. Additionally, DCPS and TFA work closely with specific teachers at Stanton to provide them with coaching and support. While teachers receive written or verbal feedback at least once a week, we need to make sure that this feedback is streamlined and that there are available tools to help them succeed with suggestions made. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Teachers receive useful and actionable feedback, teachers have sufficient supports to help effectuate change, and coaches and leadership follow up to ensure improvements are made. Teachers feel supported on instructional progress pushes accelerated gains for our students. | |
| | Target Date: | 07/01/2013 | |
| | Tasks: | | |
| | 1. Over the summer, the Principal and Leadership Team will make sure that the system of feedback, support, and monitoring is recorded for all to follow. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/30/2013 | |
| | Comments: | | |
| | Task Completed: | 08/02/2013 | |
| | 2. Leadership team will ensure that there is clarity in responsibility in roles and that instructional staff are aligned and coordinated in the coaching cycle. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 04/11/2013 | |
| | Target Completion Date: | 06/30/2013 | |
| | Frequency: | daily | |
| | Comments: | | |

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| | | Task Completed: | 08/02/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 The Stanton leadership team met over the summer to ensure the coaching cycle was streamlined and documented for all coaches for the 2013-2014 academic year |
| | Sustain: | | 11/7/2013 annually, the Stanton leadership team will evaluate the effectiveness of the year's coaching cycle and make adjustments as needed |
| | Evidence: | | 11/7/2013 revised coaching cycle available upon request |

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| Indicator | C03 - The principal is a change leader.(1664) | | |
| Status | Tasks completed: 3 of 3 (100%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/17/2012 | |
| | 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: | <p>As part of the school turnaround, Scholar Academies was hired and the principal was replaced. The new principal is a change leader. The principal, in conjunction with Scholar Academies and the school leadership team, has made significant changes to Stanton including re-staffing the vast majority of the school in year 1, developing a school culture of high expectations with a college focus, refreshing and reconfiguring the school facility, instituting a new school management program with tiered supports, new curricular approach, and new approach to parent engagement, among other initiatives.</p> <p>In year 2 and 3, the principal has shifted her focus to drive change in the academic and instructional realms as culture has been stabilized (as a result of change brought about in years 1 and 2). This has involved a renewed focus on individualized teacher coaching and high-quality professional development targeted to meet the needs of all teachers. One significant change led by the principal has been a focus on unit planning. [REDACTED] has led the drive toward this goal by engaging in the work herself as well as coaching others. She continues to work with her team to push the need for high-quality targeted student interventions.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The school team and community will be focused on academics as the sole priority and will not be concerned with culture as a key challenge at Stanton. This will be additionally challenging this coming year in the face of consolidation. Teachers will be pushed to drive their instructional practices and planning forward. | |
| | Target Date: | 06/01/2014 | |
| | Tasks: | | |
| | 1. Ms. [REDACTED] and her team execute the plan for culture to prepare for new students and families as a result of consolidation. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/12/2013 | |
| | Target Completion Date: | 09/01/2013 | |
| | Comments: | Two phases of the plan before the school year: enrollment push and transition into the school. | |
| | Task Completed: | 09/27/2013 | |
| | 2. Ms. [REDACTED] and her team implement culture plan for new students and families for the beginning of the school year. | | |
| | Assigned to: | [REDACTED] | |

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| | | Added date: | 02/12/2013 |
| | | Target Completion Date: | 09/27/2013 |
| | | Comments: | |
| | | Task Completed: | 09/27/2013 |
| | | 3. Professional development and coaching around instruction and academics are implemented for new and returning teachers. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/12/2013 |
| | | Target Completion Date: | 08/30/2013 |
| | | Comments: | Combination of New Teacher Orientation and school based orientation/professional development |
| | | Task Completed: | 08/30/2013 |
| Implement | Percent Task Complete: | Tasks completed: 3 of 3 (100%) | |

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| Indicator | C04 - The principal effectively and clearly communicates the message of change.(1665) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/17/2012 | |
| | | Objective Met - 11/07/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>In the first two years of operation, ██████████ and the Stanton Leadership Team communicated a message of change in a variety of ways. They held orientations over the summer for families, worked with Flamboyant to increase family understanding of the work and changes taking place at DCSS, extended summer professional development by 100%, and held a series of school culture based programs throughout the course of the year to invest students in change. The work of communicating change has continued through ongoing family and community outreach as well as transparent communication channels.</p> <p>New change will be occurring in light of the consolidation of Winston and Stanton's position as a receiving school. This change will need to be communicated to existing Stanton families as well as for new families. Plans are in place to develop student and family orientations as well as to work to set and communicate expectations for the newly blended school.</p> | |
| Plan | Assigned to: | ██████████ | |
| | How it will look when fully met: | Stanton students, families and current staff members will feel comfortable and at ease with the changes that the school will be undergoing in the face of consolidation. Winston students and families will smoothly and comfortably join the current community and adopt the shared cultural practices and approaches. | |
| | Target Date: | 12/31/2013 | |
| | Tasks: | | |
| | 1. Ongoing communication with current Stanton community including teacher townhalls, family meetings, etc. | | |
| | Assigned to: | ██████████ | |
| | Added date: | 02/12/2013 | |
| | Target Completion Date: | 06/01/2013 | |

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| | | Comments: | Held townhall with Stanton staff to address Winston consolidation plans in December. Had the entire Stanton staff outline areas of focus, excitement and concern for the upcoming changes in the new school year. Documented their concerns and had them complete a timeline of priority activities between January and August. Shared the timeline with the staff and Scholar Academies team in January and began executing the transition plan. Established SIT team to work on renovations to the annex and Transition Team to support family and student orientations. |
| | | Task Completed: | 05/01/2013 |
| | 2. Meetings and orientations held with Winston families and students. | | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 02/12/2013 |
| | | Target Completion Date: | 09/01/2013 |
| | | Comments: | Stanton held a series of welcome and orientation events for Winston families and students throughout the summer in the form of recruitment events, home visits, and family referrals. During the first few weeks of school, the Stanton team led intense culture camps for students and several Back to School Nights/Parent Orientation to the school. For the first back to school night, Stanton had over 100 families in attendance. |
| | | Task Completed: | 09/02/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 Multiple meetings, newsletters, discussions, etc. were designed and implemented to ensure all stakeholders had a time and space to hear the change, voice concerns, and plan for the change. |
| | Sustain: | | 11/7/2013 continued support of new students and their families |
| | Evidence: | | 11/7/2013 parent support and other meeting agendas available upon request |

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| Indicator | C06 - The principal, after reviewing the data, seeks quick wins.(1667) | | |
| Status | Objective Met 11/6/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/17/2012 | |
| | | Objective Met - 11/06/2013 | |
| | 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: | <p>The Principal and the Leadership Team are collecting data in more comprehensive and strategic ways. Over the summer the team built a variety of trackers and data tools to capture and review information more quickly. This has helped guide a number of conversations, new plans, and initiatives. However with so many areas of need and focus it has been difficult to truly prioritize areas for deep work and focus.</p> <p>In 2012-2013,</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The principal will review weekly dashboards, quarterly dashboards and online data sources once a week in preparation for the academic leadership team meetings. At the meetings, principal will seek input of academic team leaders and suggest quick wins and next steps to drive achievement forward. | |
| | Target Date: | 10/25/2013 | |
| | Tasks: | | |
| | 1. Carlie will review with leadership team, data leads, and Scholar Academies data analyst the schedules for data release. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 09/06/2013 | |
| | Comments: | During the summer of 2013, the leadership team met and reviewed all student achievement data with special attention to reading and math proficiency rates, student attendance and truancy data, special education goals data, and individualized teacher goals. The team analyzed the data for trends to highlight strategies successful teachers used with their students and prepared professional development for the 2013-2014 teachers based on these results. | |
| | Task Completed: | 08/09/2013 | |
| | 2. Carlie will prepare the inclusion of data in the leadership team meeting and facilitate data analysis for action. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 09/27/2013 | |

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| | | Frequency: | weekly |
| | | Comments: | The weekly leadership team agenda includes data analysis and discussion. |
| | | Task Completed: | 11/06/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/6/2013 |
| | Experience: | | 11/6/2013 By using the data and facilitating data analysis discussions, the weekly leadership team meetings are more productive and end in specified goals and projected outcomes for all staff for the upcoming week. |
| | Sustain: | | 11/6/2013 these data based discussions must continue in leadership team meetings weekly. |
| | Evidence: | | 11/6/2013 evidence available upon request |

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| Indicator | C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions.(1668) | | |
| Status | Objective Met 11/6/2013 | | |
| Assessment | Level of Development: | | Initial: Limited Development 01/17/2012 |
| | | | Objective Met - 11/06/2013 |
| | 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: | | The principal and leadership team have established a culture of high expectations and individual and collective leadership. In addition to regular leadership team meetings to continue to reflect on progress and challenges, the leadership regularly solicits ideas from and consults with the faculty through formal mechanisms (such as a faculty council and surveys) and informal means. |
| Plan | Assigned to: | |  |
| | How it will look when fully met: | | In addition to creating a culture of high expectations and accountability, the Principal and leadership team will have sufficient autonomy from DCPS to make and act on their decisions. |
| | Target Date: | | 12/27/2013 |
| | Tasks: | | |
| | 1. The Principal and Scholar Academies will communicate areas of needed autonomy to DCPS. | | |
| | Assigned to: | |  |
| | Added date: | | 02/28/2012 |
| | Target Completion Date: | | 07/26/2013 |

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| | | Frequency: | four times a year |
| | | Comments: | Most conversations as a result of the Partnership Site Review |
| | | Task Completed: | 08/09/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/6/2013 |
| | Experience: | | 11/6/2013 The Stanton leadership team (principal and school business manager) meet monthly with Scholar Academies to discuss areas of need and troubleshoot solutions. |
| | Sustain: | | 11/6/2013 Monthly review meetings should continue |
| | Evidence: | | 11/6/2013 DCSPCS has more autonomy over budgetary needs |

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| Indicator | C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(1712) | | |
| Status | Objective Met 11/6/2013 | | |
| Assessment | Level of Development: | | Initial: Limited Development 01/17/2012 |
| | | | Objective Met - 11/06/2013 |
| | 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: | <p>The Principal at DCSS is the instructional head of the school and serves on all academic teams including grade levels, content team meetings, curriculum development, assessments, and with coaches. The Principal helped write the long term plans and curricular documents for the 3rd-5th grade literacy team and was an integral part of the curriculum planning team for other grade level and content areas. The Principal works with Scholar Academies, the school based leadership team, and faculty to review assessment results, set goals, and monitor progress towards those benchmarks. The Principal is also the leader of the Academic Leadership Team.</p> <p>In the 2012-2013 school year, the principal aims to further develop the capacity of the other members of her leadership team - especially in the areas of management and instructional proficiency. She does this through weekly team meetings as well as individual check-ins. [REDACTED] also aims to perfect her own coaching technique and teaches her own small group lessons in order to hone her teaching craft.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Coaches will have honed and refined their skills and their effectiveness in driving teacher impact in the classroom. [REDACTED] will have an accurate gauge on where each of her coaches and teachers lie in their abilities. Modifications to the coaching structures will be made ongoing to best serve the needs of teachers and students. | |
| | Target Date: | 12/31/2013 | |
| | Tasks: | | |
| | 1. | [REDACTED] reflects on and refines her support systems of her coaches and her own coaching practice. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 02/12/2013 |
| | | Target Completion Date: | 08/30/2013 |
| | | Comments: | Quarterly coaching reflections were held internally and [REDACTED] met bi-weekly with the Scholar Academies chief academic officer to continue receiving support and feedback on coaching mechanisms for her staff |
| | | Task Completed: | 08/02/2013 |

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| | 2. Coaches will receive professional development and support on their own abilities. [REDACTED] will refine the current coaching structures to implement in the 2013-2014 school year. |
| | Assigned to: [REDACTED] |
| | Added date: 02/12/2013 |
| | Target Completion Date: 09/01/2013 |
| | Comments: All coaches attend quarterly professional development |
| | Task Completed: 08/02/2013 |
| Implement | Percent Task Complete: |
| | Objective Met: 11/6/2013 |
| | Experience: 11/6/2013 the coaches have normed on their practice and each teacher is receiving a more standardized coaching cycle. |
| | Sustain: 11/6/2013 coaches will continue ongoing professional development |
| | Evidence: 11/6/2013 coaches feel more prepared to meet with teachers at all levels of experience and performance. |

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| 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 01/22/2012 |
| | Evidence: | All professional development workshops, coaching, and support are in direct alignment to teacher IMPACT scores, individual requests for support, or classroom based observations. Teachers in the prioritized coaching cohort receive 4-6 weeks of intensive support based on an initial observation. A detailed support plan is put in place, monitored and then formally checked out at the conclusion of the cycle. The Principal works with the ALT and the LT to review data and make collective decisions about PD needs and topics for exploration. |

Turnaround Principles

Principle 2: Effective Staffing Practices & Instruction

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| Indicator | E03 - The LEA/School has identified and established non-monetary staff incentives for performance.(1684) | | |
| Status | Tasks completed: 3 of 4 (75%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 03/18/2013 | |
| | Index: | 4 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>Scholar Academies and Stanton have established several incentive opportunities including teacher leader roles and a leadership training program. Other non-monetary incentives for teachers include celebratory events, staff t-shirts, shout outs, etc. The teacher leadership roles allow high-performing teachers to pursue opportunities in areas of their interest. This ranges from taking on early elementary literacy lead roles through to culture or student leadership programming. These teacher leaders are brought together once every other week to receive leadership professional development from the leadership team. Their insight and feedback is also sought on big schoolwide decisions.</p> <p>In preparation for 2013-2014, leadership team members will be holding individual conversations with staff members in order to discuss their future plans and desires (separate from the evaluation process). Through these meetings, the school will identify growth pathways for individual staff members and lay out clear next steps on the part of both the leadership and on the part of the staff members themselves. High-performing staff members will continue to participate in the Scholar Academies' teacher leader and Path To School Leadership programs. Finally, current Stanton staff members will have the opportunity to grow into leadership/mentorship roles with the addition of new team members in the face of consolidation.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | This objective will be fully met when we look at strong retention numbers from year to year at Stanton. We also regularly survey teacher to gain their perspective and we ask them whether they feel valued and whether they are rewarded for their performance. | |
| | Target Date: | 10/25/2013 | |
| | Tasks: | | |
| | | 1. The Principal and Leadership team will work with the Faculty Council and Scholar Academies to develop a system of incentives and rewards. | |

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| | | Assigned to: | ██████████ |
| | | Added date: | 02/28/2012 |
| | | Target Completion Date: | 08/16/2013 |
| | | Comments: | In the spring of 2012, the Faculty Council spent several weeks discussing staff motivations and ways to encourage, celebrate, and reward staff. As a team they determined that staff were mostly motivated by new opportunities, money, and having a strong say in the direction of the school program. The Faculty Council led the staff through a 3 week PD series to determine our final Quarterly priorities and gathered a list of things that motivated the team. Over the summer we launched a new Teacher Leadership program with paid stipends for 8 staff members, changes shout outs, and added more creative ways of celebrating our teachers through fun events and small gifts. We continue to revisit conversations about staff motivation but ultimately come back to similar items. |
| | | Task Completed: | 08/20/2012 |
| | 2. Leadership team will analyze retention results and determine if the right incentive structures are in place to continue to attract and retain teacher leaders. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/22/2013 |
| | | Target Completion Date: | 07/26/2013 |
| | | Comments: | |
| | 3. The leadership team will create a design for the teacher leadership structure for next year. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/22/2013 |
| | | Target Completion Date: | 06/07/2013 |
| | | Comments: | |
| | | Task Completed: | 08/02/2013 |
| | 4. Leadership team members will roll out the new teacher leader structure to the team and meet with each individual teacher leader about their role. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/22/2013 |
| | | Target Completion Date: | 06/20/2013 |
| | | Comments: | |

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| | | Task Completed: | 08/19/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/18/2013 |
| | Experience: | | 3/18/2013 We spent well over 3 weeks discussing adult motivation with our Faculty Council and Teacher Leadership teams in the Spring and Fall of 2012. We found that staff were motivated and driven by a variety of different factors and that no one size all reward was going to inspire and drive people. We needed to understand our staff at the individual level and have enough variety in incentives and rewards to make sure everyone had the chance to feel valued. After listening to our staff in individual, small group, and larger PD formats, we have continued to make a diverse effort to reward and recognize excellent work. |
| | Sustain: | | 3/18/2013 We will need to continually take the "pulse" of our staff and offer diverse rewards to individuals who are excelling. This will mean that we need to have monetary stipends, bonuses, and financial compensation as an option but also new leadership and PD opportunities, small tokens of thanks, and fun events built into our calendar. We will also need to continue to check in with our staff to see what things they need to feel supported and rewarded. |
| | Evidence: | | 3/18/2013 At Stanton we currently recognize and reward our staff in the following ways: 1) Stipends for Teacher and Behavior Tech work that goes "above and beyond" the traditional role 2) Pathways to School leadership development program 3) Bi-weekly shout outs in the Bulletin and at Staff Meetings 4) Quarterly thank you celebrations including breakfasts, dodgeball games, and parties 5) A robust Teacher Appreciation Week plan with gifts, staff t-shirts and BBQ 6) PD opportunities outside of DC for exceptional instructional leaders and planners 7) The chance to be highlighted, recognized, and rewarded by outside stakeholders including Secretary Duncan and Co-CEOs of TFA |

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| 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 | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | | Initial: Limited Development 01/22/2012 |
| | | | Objective Met - 11/07/2013 |
| | 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) |

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| | | conditions) |
| | Describe current level of development: | <p>DCPS and Stanton have several exit points for employees who either fail to meet teaching/professional expectations or who choose to pursue other opportunities. Through IMPACT, low teacher performance equates to loss of step or job within the system. At Stanton all teachers and staff have the opportunity to leave the school at any point in the year if this is their own desire. Teachers' performances are explicitly discussed with them so they know about their current performance and prospects for future employment and growth. Where teachers are struggling, they are given extensive coaching support.</p> <p>This year, the school aims to know about upcoming vacancies at a much earlier point in the year so that we can work to recruit high-quality staff members to fill them. This process is done through rounds of discussions and meetings and will continue through August 2013.</p> |
| Plan | Assigned to: | ██████████ |
| | How it will look when fully met: | Teachers and leaders will be able to engage in courageous, honest conversations about fit, performance, and happiness throughout the year. Through a more intensive coaching process, all teachers will be able to give and receive feedback. Teachers will be able to speak clearly about their strengths and areas for growth and articulate the steps they are working on to improve their practice. |
| | Target Date: | 06/14/2013 |
| | Tasks: | |
| | 1. Facilitate next year conversations with all current staff members to get a sense of their plans for the upcoming year as well as long term professional goals they have. Provide staff with a chance to share their current successes and frustrations with the Principal and AP outside of the evaluation framework. | |
| | Assigned to: | ██████████ |
| | Added date: | 03/18/2013 |
| | Target Completion Date: | 04/11/2014 |
| | Comments: | |
| | Task Completed: | 06/20/2013 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 11/7/2013 |
| | Experience: | 11/7/2013 Leadership team discussed upcoming plans with all staff during end of year evaluations |
| | Sustain: | 11/7/2013 Leadership will continue to have discussions with all staff regarding their intent to return |
| | Evidence: | 11/7/2013 Stanton feedback available upon request |

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| 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) |
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| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>IMPACT has outlined the teacher performance standards connected to teacher/staff performance. This includes praise and rewards for exemplary performance and clear warnings and action plans for underperformance.</p> <p>At Stanton, as part of our coaching and professional development program, we provide intensive supports to those who are not meeting their goals. This is provided in the form of group supports and individual one-on-one coaching and development. We are working to continually refine, and measure, the implementation and effectiveness of these supports.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All teachers will be able to articulate the goals they are working towards and the supports they will receive to get there. All teachers will state that they feel supported in reaching these goals. | |
| | Target Date: | 12/12/2013 | |
| | Tasks: | | |
| | 1. Stanton team members will review and reflect on the current goal-setting and coaching system and make revisions for the upcoming school year. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/22/2013 | |
| | Target Completion Date: | 07/12/2013 | |
| | Comments: | | |
| | Task Completed: | 08/02/2013 | |
| | 2. Stanton leadership team members will roll out the revised coaching and support plan to teachers during summer PD. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/22/2013 | |
| | Target Completion Date: | 08/22/2013 | |
| | Comments: | | |
| | Task Completed: | 08/09/2013 | |
| | 3. Leadership team members will goal set and coach teachers around these goals. Leadership team members will seek feedback on coaching process from teachers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/22/2013 | |

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| | | Target Completion Date: | 10/17/2013 |
| | | Comments: | |
| | | Task Completed: | 08/19/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 The Stanton leadership coaches met with each teacher to set the goals for the year. |
| | Sustain: | | 11/7/2013 Coaches will continue to support all teaching staff in reaching their goals |
| | Evidence: | | 11/7/2013 teacher goal setting samples available upon request |

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| Indicator | E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools.(1688) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/22/2012 |
| | Evidence: | With the IMPACT system we are able to dismiss a performance based dismissal after one year of teaching or performance. Additionally with our coaches and administrators we are able to put rapid improvement plans and support in place to help struggling teammates find success in the short and long term. |

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| Indicator | E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.(1691) | | |
| Status | Objective Met 3/18/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 03/18/2013 | |
| | 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: | At Stanton we fundamentally believe that all faculty and staff have assets worthy of merit for our program. However, not all team members have the desire, mindset, or will to put forth the significant effort needed to make dramatic change at Stanton. This is a sticky situation to navigate and requires thoughtful, purposeful coaching, leadership, and work. We have not found a solid model for diagnosing the root problem and putting effective plans (either support or dismissal) in place quickly enough, but it is something we continue to work on. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The Principal and Chief of Staff will better utilize the IMPACT evaluation system and instructional coaches to better align adults in the building and then have honest and difficult conversations with faculty, when necessary. | |
| | Target Date: | 08/31/2012 | |
| | Tasks: | | |
| | 1. The Principal and Chief of Staff will review DC-CAS results and the IMPACT evaluation system over the summer. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 08/31/2012 | |
| | Comments: | All members of the coaching and administrative team have committed to weekly coaching sessions for our K-5, Specials, and SPED teachers. In this process they have received ongoing feedback of all kinds since the start of the year. Admin and coaches have worked to align areas for growth from the IMPACT evaluations with coaching priorities. | |

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| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/18/2013 |
| | Experience: | | 3/18/2013 After reading Leveraging Leadership this summer, the administrative team and coaches put regular weekly feedback and coaching as one of our major instructional priorities. We committed to regular coaching cycles for all K-5, specials, and SPED teachers in our building. They receive support, guidance, and feedback around delivery, planning, management, small group instruction, and assessment every week. This has been a huge time lift for our administrators but it has made the evaluation process more streamlined and helped teachers feel supported in a significant way. It has also helped coaches align their support to areas of strength and growth from IMPACT evaluations. |
| | Sustain: | | 3/18/2013 Right now it is a matter of continuing to build thoughtful weekly and daily schedules where all administrators have the time blocked off to observe and debrief with 5-6 teachers each week. We have gotten into a good rhythm for the most part. But as the staff size grows next year, we will need to empower our more seasoned teachers to serve in a basic coaching capacity as well so that we can continue to provide this level of support. |
| | Evidence: | | 3/18/2013 1) ECE teachers work with [REDACTED] from the DCPS Office of Early Childhood each week; she facilitated content team meetings around the new curriculum and coaches 1-2 teachers in each cycle. [REDACTED] collects data and notes for each observation. 2) K-5 teachers have had an assigned coach since September. The coach does an initial observation, sets goals with the teacher, and then observes or provides support during the cycle each week. they close the cycle with a final observation and next steps for the subsequent coach. 3) Coaches and teachers also unit plan together 2-4 weeks in advance of the upcoming unit |

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| Indicator | D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility.(1678) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | | Initial: Limited Development 01/17/2012 |
| | | | Objective Met - 11/07/2013 |
| | 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 | | Our IMPACT evaluation system is district-wide and undergoes |

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| | development: | an annual review and revision process at the District level. This review and revision includes focus groups of various stakeholders. At Stanton we also discuss IMPACT in a variety of ways both casually and more formally; however, we do not have structures to evaluate its overall effectiveness for coaching and measuring teacher progress at our school. |
| Plan | Assigned to: | ██████████ |
| | How it will look when fully met: | Stanton and Scholar Academies will provide feedback to DCPS when it has suggested for changes or revisions to IMPACT evaluation system. |
| | Target Date: | 08/30/2013 |
| | Tasks: | |
| | | 1. The Principal will assess how well we assign resources based on IMPACT evaluation system and determine whether we suggest changes to IMPACT or our practice of assigning resources and supports. |
| | Assigned to: | ██████████ |
| | Added date: | 02/28/2012 |
| | Target Completion Date: | 06/28/2013 |
| | Comments: | |
| | Task Completed: | 08/30/2013 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 11/7/2013 |
| | Experience: | 11/7/2013 Stanton has partnered with Scholar academies recruitment team to assess needs for IMPACT evaluation system |
| | Sustain: | 11/7/2013 annual reviews will continue |
| | Evidence: | 11/7/2013 Stanton and SA feedback available upon request |

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| Indicator | D04 - The evaluation process is linked with the LEA's collective and individual professional development programs.(1677) | | |
| Status | Objective Met 11/7/2013 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/19/2011 | |
| | | Objective Met - 11/07/2013 11/07/2013 | |
| | 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) |

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| | Describe current level of development: | The Stanton team is continually seeking to use the data they collect via observations and evaluations to design high-quality and impactful professional development. The Academic Leadership Team, consisting of the Principal, Assistant Principal, Director of Data and Interventions, Literacy and Math coach meet weekly to discuss the data they have gathered from classrooms and to design upcoming professional development sessions. A goal for this year and for future years is to ensure that this professional development is differentiated to meet the needs of many different teachers and skill sets in the building. |
| Plan | Assigned to: | ██████████ |
| | How it will look when fully met: | Stanton will continue to work with Scholar Academies and DCPS to better align professional development to meet the individual and collective needs of the teachers. We recognize that it will require additional resources to provide the external professional development we are seeking. |
| | Target Date: | 12/27/2013 |
| | Tasks: | |
| | 1. ██████████ will meet with Scholar Academies Academies team and DCPS POC to determine priorities for the upcoming year and to identify professional development resources available to support priorities. | |
| | Assigned to: | ██████████ |
| | Added date: | 02/28/2012 |
| | Target Completion Date: | 08/30/2013 |
| | Comments: | Awaiting OSSE approval of 1003 application |
| | Task Completed: | 08/30/2013 |
| | 2. Leadership to meet with Scholar Academies academics to team to collaborate on creating and executing professional development plan. | |
| | Assigned to: | ██████████ |
| | Added date: | 05/11/2013 |
| | Target Completion Date: | 12/27/2013 |
| | Frequency: | twice monthly |
| | Comments: | |

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| | | Task Completed: | 08/09/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 11/7/2013 |
| | Experience: | | 11/7/2013 professional development has been designed for all staff |
| | | | 11/7/2013 professional development has been designed for all staff |
| | | | 11/7/2013 professional development has been designed for all staff |
| | Sustain: | | 11/7/2013 The Stanton school leadership team will continue to partner with Scholar Academies to plan professional development |
| | | | 11/7/2013 The Stanton school leadership team will continue to partner with Scholar Academies to plan professional development |
| | | | 11/7/2013 The Stanton school leadership team will continue to partner with Scholar Academies to plan professional development |
| | Evidence: | | 11/7/2013 professional development schedule available upon request |
| | | | 11/7/2013 professional development schedule available upon request |
| | | | 11/7/2013 professional development schedule available upon request |

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| Indicator | E01 - The LEA/School has created a system for making awards that is transparent and fair.(1679) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/17/2012 | |
| | Evidence: | The District's IMPACT system is clearly laid out and explained. It awards "Highly Effective" performance with teacher recognition at a Gala event in the Fall and pay for performance rewards beginning in the summer. The evaluation system includes observations from the Principal and an outside Master Educator. It also includes student achievement scores (TAS) and school wide performance on DCCAS. Scholar Academies has also opened up a set of new awards for strong curriculum planning. This opportunity was open to everyone and judged by an team of Scholar Academies faculty. | |

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| Indicator | E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards.(1681) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/22/2012 | |
| | Evidence: | DCPS has made significant strides to communicate the IMPACT system to all stakeholders and to gather national and local support for the series of awards tied to teacher performance. | |

DCPS and the schools communicate changes to IMPACT each year during Summer PD and in an ongoing manner with focus groups, sessions, and workshops. Additionally, at Stanton we use a variety of methods (including email, meetings, and Faculty Council) to make staff aware of school based awards.

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| 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 | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | DCPS is supportive with the removal of underperforming employees through the IMPACT system. The team at Stanton also receives support from the Scholar Academies talent team in identifying staff members who are not meeting their goals and discussing ways to support them. When the support is not effective, the talent team also supports the principal in navigating the dismissal process. | |
| Plan | Assigned to: | ██████████ | |
| | How it will look when fully met: | The Scholar Academies talent team will join and support Principal ██████████ in all of the preparation for transition meetings and set aside a plan of attack for how to deal with these challenges. | |
| | Target Date: | 04/25/2014 | |
| | Tasks: | | |
| | 1. The Scholar Academies team will work with Principa ██████████ to review all current staff members and a plan for them for 2013-2014. | | |
| | Assigned to: | ██████████ | |
| | Added date: | 03/22/2013 | |
| | Target Completion Date: | 04/11/2014 | |
| | Comments: | the Scholar Academies recruitment team with the Stanton leadership team has developed a plan for all staff that are not meeting their annual goals | |
| | Task Completed: | 09/06/2013 | |
| | 2. Principal ██████████ and the Scholar Academies team will hold individual meetings with each staff member to discuss next year. | | |
| | Assigned to: | ██████████ | |
| | Added date: | 03/22/2013 | |
| | Target Completion Date: | 05/14/2014 | |
| | Comments: | each staff has had an individual planning meeting with their assigned coach | |

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| | | Task Completed: | 08/30/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 The Stanton leadership team was successfully able to leverage the partnership with the Scholar Academies recruitment team and coaching team in planning supports and transition processes for staff members |
| | Sustain: | | 11/7/2013 annual planning and transition meetings will continue |
| | Evidence: | | 11/7/2013 sample plans available upon request |

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| 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 01/22/2012 |
| | | | Objective Met - 04/11/2013 |
| | 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: | Stanton offers a robust professional development program for teachers, faculty, and staff. Teachers spend a full two weeks in summer PD and participate in bi-weekly morning collaboratives and PD workshops to refine their skills and work in cooperation with their colleagues. Almost all of our PD is immediately responsive to current needs and is designed so that it is directly applicable to real classroom work. While we have a very solid PD program, we continue to work on differentiating PD and offering outside PD opportunities (which take resources), especially around curriculum and content knowledge. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Stanton will regularly provide robust and differentiated professional development. Stanton will continue to communicate with Scholar Academies around professional development needs. The Principal and Leadership team will regularly seek input from faculty on their individual and collective needs. Professional development of staff members will be job-embedded and continuous with both formal and informal targets and feedback. This will include dedicated time for professional development (e.g. All Network Day, Leadership Summit, New Teacher Orientation, School Summit, and bi-weekly professional development) and coaching cycles. | |
| | Target Date: | 08/31/2013 | |
| | Tasks: | | |
| | 1. The Principal will communicate with Scholar Academies around professional development needs. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 07/01/2013 | |

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| | | Comments: | Each spring, the SA team helps SDs develop an instructional vision for the upcoming year along with targeted goals. We then have conversations in the spring to select PD workshops and experiences for our teams that will align to these goals. For example for the past two years, we have sent 3 teachers to Columbia Teacher's College so that the knowledge of the workshop model is stronger. SA helped us decide how to use the funds and provided us with additional money to send teachers away for a week in the summer. SA also holds summer SD Summits and All Network days where school leaders work with the team to lay out a PD calendar for the year. |
| | | Task Completed: | 09/03/2012 |
| | | 2. Leadership Summit for Leadership Team at DC Scholars Stanton Elementary (agenda) | |
| | | Assigned to: | ██████████ |
| | | Added date: | 04/11/2013 |
| | | Target Completion Date: | 07/01/2013 |
| | | Comments: | Plan for SA Leadership Summit to debrief 2012-2013 and plan/train for 2013-2014 |
| | | Task Completed: | 08/30/2013 |
| | | 3. All Network Day, New Teacher Orientation and Staff Orientation | |
| | | Assigned to: | ██████████ |
| | | Added date: | 04/11/2013 |
| | | Target Completion Date: | 08/31/2013 |
| | | Comments: | Complete all staff orientation and training in preparation for beginning of SY 2013-2014 |
| | | Task Completed: | 08/09/2013 |
| | | 4. Bi-weekly professional development session (agenda) | |
| | | Assigned to: | ██████████ |
| | | Added date: | 04/11/2013 |
| | | Target Completion Date: | 06/30/2014 |
| | | Frequency: | twice weekly |
| | | Comments: | |
| | | 5. Ongoing coaching | |
| | | Assigned to: | ██████████ |
| | | Added date: | 04/11/2013 |
| | | Target Completion Date: | 06/30/2014 |
| | | Frequency: | daily |
| | | Comments: | |

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| | | Task Completed: | 06/20/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 Experience was very valuable and we have grown a lot in PD. |
| | Sustain: | | 4/11/2013 Continued conversations with SA during the spring of each year Instructional vision setting with LT in the spring and summer Discussion with teachers about their individual and team needs |
| | Evidence: | | 4/11/2013 SA All Network Day SA School Director Summer Planning Retreat PD Calendar for the Year Sent teachers to Columbia University for the Summer Weekly check ins with Manager of Academics |

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| Indicator | F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching.(1693) | | |
| Status | Tasks completed: 3 of 4 (75%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 04/11/2013 | |
| | 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: | Currently new teachers are paired with a DCPS mentor teacher and assigned a Stanton based peer to help guide them through the ins and outs of our school model. Additionally, all first year teachers are paired with a coach within the first 4 months of school and are a part of our "prioritized" cohort. We need to be much more strategic with PD workshops and summer PD for our new teachers so that they feel ready for the first day of school. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Scholar Academies and Stanton will offer new teacher professional development/support through a combination of New Teacher Orientation, pairing with mentor teachers, and differentiated supports and coaching based on results. | |
| | Target Date: | 08/31/2013 | |
| | Tasks: | | |
| | 1. The Principal will communicate with Scholar Academies about new teacher professional development, informaiton, and supports. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 07/01/2012 | |
| | Comments: | In August, Scholar Academies and Stanton held the first New Teacher Orientation 3 days before our 2 week Summer Professional Development Institute. This will continue each year as a part of our summer PD work. | |
| | Task Completed: | 08/24/2012 | |
| | 2. New Teacher Orientation (agenda) | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 04/11/2013 | |
| | Target Completion Date: | 08/31/2013 | |
| | Comments: | | |
| | Task Completed: | 08/09/2013 | |
| | 3. Differentiated coaching and support | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 04/11/2013 | |

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| | | Target Completion Date: | 06/30/2014 |
| | | Frequency: | daily |
| | | Comments: | |
| | | Task Completed: | 06/20/2013 |
| | 4. Differentiated coaching and support | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 04/11/2013 |
| | | Target Completion Date: | 06/30/2014 |
| | | Frequency: | daily |
| | | Comments: | |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 Overall we were able to provide a much greater level of support to our new teachers. We were able to do this in advance of the school year and throughout the year with more aggressive coaching. |
| | Sustain: | | 4/11/2013 New Teacher Orientation every summer 2-3 days before SPDI Coaching efforts targeted towards new teachers in the first coaching cycle of the year |
| | Evidence: | | 4/11/2013 Held New Teacher Orientation in August Plans for NTO this August PD workshops for NTO All new teachers received coaching in the first cycle and subsequently throughout the year |

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| 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 01/22/2012 |
| | Evidence: | In order to align PD with identified needs of staff, evaluations, and student achievement data we do the following: 1) Review trends at the annual and quarterly level to lay out new PD plans 2) Connect with external and internal experts who have content knowledge and are available to lead sessions 3) Analyze student achievement data at ALL grade levels EACH QUARTER with teachers and as a leadership team in order to make PD plans and adjustments to our instructional and coaching plan 4) Conduct daily Pop In Checklists to gather data around 15-20 key targets 5) Give teachers the chance to self identify PD topics for further exploration and offer these workshops during the afternoons of our whole PD days |

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| Indicator | F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(1695) | | |
| Status | Tasks completed: 3 of 4 (75%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | 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: | DCPS and Stanton offer numerous PD opportunities for all faculty and staff. The quality and frequency of teacher PD is much stronger than workshops and development for other employees. This is an area of growth. Additionally, we need to differentiate better our PD workshops to meet the various interests, areas of need, and strength for our teachers. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Scholar Academies and the Principal will continue to improve its professional development to make sure its is targeting the individual and collective needs of the teachers. | |
| | Target Date: | 12/30/2013 | |
| | Tasks: | | |
| | 1. The Principal will reach out to Scholar Academies and Faculty Council about professional development needs. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 07/01/2013 | |
| | Comments: | | |
| | Task Completed: | 07/25/2013 | |
| | 2. School maps out professional development calendar for the year (calendar). | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 04/11/2013 | |
| | Target Completion Date: | 08/01/2013 | |
| | Comments: | | |
| | Task Completed: | 08/02/2013 | |
| | 3. School leadership team creates coaching cycle [REDACTED] | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 04/11/2013 | |
| | Target Completion Date: | 09/13/2013 | |
| | Comments: | | |
| | Task Completed: | 08/02/2013 | |
| | 4. All teachers receive formal and informal feedback based on the specific needs of their students. | | |
| | Assigned to: | [REDACTED] | |

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| | Added date: | 04/11/2013 |
| | Target Completion Date: | 06/30/2014 |
| | Frequency: | daily |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 3 of 4 (75%) |

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

Status **Objective Met** 11/7/2013

Assessment Level of Development: Initial: **Limited Development** 01/22/2012
Objective Met - 11/07/2013

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| 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:

All of our professional development work is placed on a coaching calendar. We develop a cyclical checklist that is used by all coaches and administrators to monitor teacher performance, give us a snapshot of classroom work, and to evaluate use of specific PD strategies in action. We review the pop in checklist on an ongoing basis and formally twice a quarter. The checklist is updated to reflect new changes or needs. Additionally, a PD scope and sequence was developed at the start of the year and is reviewed each quarter.

We also formally survey our teachers about their assessment of the effectiveness of the professional development opportunities.

Plan Assigned to: [REDACTED]

How it will look when fully met: Teachers will be invested in the learning that is provided during professional development and will then implement their learnings in the classroom. Leadership team members will use strategically crafted pop-in checklists as follow-up accountability metrics based on the topics of PD. Teachers will also complete quarterly surveys about the effectiveness of the PD sessions.

Target Date: 06/30/2013

Tasks:

1. Staff members will complete the coaching cycle to observe impact of coaching on practice.

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| | Assigned to: | [REDACTED] |
| | Added date: | 04/11/2013 |
| | Target Completion Date: | 06/30/2013 |
| | Frequency: | daily |
| | Comments: | |

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| | | Task Completed: | 06/20/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 Stanton leadership coaches observe teachers to ensure school-wide initiatives are being implemented in the classroom |
| | Sustain: | | 11/7/2013 coaches will continue to observe classrooms to ensure implementation of all school-wide initiatives |
| | Evidence: | | 11/7/2013 feedback on observations available upon request |

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| 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 | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | At Stanton we have many ways of collecting evidence of teacher performance (evaluative and supportive) and we use this to inform our PD, coaching, and support. However we have not been able to work out a schedule for regular peer to peer feedback and support. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Stanton will have robust and targeted professional development resulting in adult learning and increases in student outcomes. | |
| | Target Date: | 06/30/2014 | |
| | Tasks: | | |

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| | 1. The Principal and Leadership Team will review process of classroom observations and feedback, IMPACT evaluation system, and how to improve feedback, coaching, support, and monitoring. |
| | Assigned to: [REDACTED] |
| | Added date: 02/28/2012 |
| | Target Completion Date: 07/01/2013 |
| | Comments: |
| | Task Completed: 08/09/2013 |
| | 2. Align and coordinate coaching cycle to integrate classroom observations for instruction, classroom management, and culture. |
| | Assigned to: [REDACTED] |
| | Added date: 04/11/2013 |
| | Target Completion Date: 09/13/2013 |
| | Comments: |
| | Task Completed: 08/02/2013 |
| | 3. Leadership integrates data from observation and coaching cycle into professional development and formal evaluations. |
| | Assigned to: [REDACTED] |
| | Added date: 04/11/2013 |
| | Target Completion Date: 10/31/2013 |
| | Frequency: daily |
| | Comments: |
| | Task Completed: 08/02/2013 |
| Implement | Percent Task Complete: |
| | Objective Met: 11/7/2013 |
| | Experience: 11/7/2013 Stanton has partnered with the Scholar Academies team to review the annual coaching, PD, and evaluation process to ensure a more effective system for the 2013-2014 academic year |
| | Sustain: 11/7/2013 annual review of systems with consulting from Scholar Academies |
| | Evidence: 11/7/2013 feedback from Stanton leadership team available upon request |

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| 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 | Objective Met 11/5/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/05/2013 | |
| | 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: | <p>At DC Scholars Stanton Elementary, we have maintained a retention rate of nearly 85% since reconstitution with all but one staff member rated effective or highly effective on IMPACT. We have been able to accomplish this through:</p> <ol style="list-style-type: none"> 1) Using IMPACT as a teacher development tool to link evaluations to long-term professional growth plans. 2) Strengthening Pathways to School Leadership, a small leadership training program for 4-6 individuals at each school who have demonstrated leadership and an in interest in growing 3) Teacher leadership roles 4) Creating a recruitment team who conduct national/regional searches for top talent 5) A detailed recruitment and interview process that helps select the best candidate AND loops them into the benefits of working at DC Scholars Stanton 6) Teacher referrals as part of the recruitment process <p>This year we are improving on these elements by:</p> <ol style="list-style-type: none"> 1) Using data to identify the best sources of talent 2) Promoting instructional best practices to help brand DC Scholars Stanton as a learning community 3) Creating promotional materials that are compelling and differentiated to candidates 4) Refining interview process to calibrate to better results from previous interview seasons | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | DC Scholars Stanton Elementary will determine retention goal based on best practices on creating and growing a healthy school community with strong outcomes for students. Staff members will receive fair and accurate feedback that prompts a growth plan. Staff members will feel like there are multiple opportunities for formal and informal growth with robust support. DC Scholars Stanton Elementary will continue to maintain strong retention numbers with staff members indicating strong satisfaction with growth opportunities within the school. | |
| | Target Date: | 05/30/2014 | |
| | Tasks: | | |

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| | 1. Leadership team will work with recruitment team to interview and hire the strongest candidates for available positions for SY13-14. |
| | Assigned to: [REDACTED] |
| | Added date: 05/11/2013 |
| | Target Completion Date: 07/26/2013 |
| | Frequency: weekly |
| | Comments: |
| | Task Completed: 08/19/2013 |
| | 2. Leadership team will identify individuals for formal growth opportunities such as Pathway to School Leadership and informal opportunities. |
| | Assigned to: [REDACTED] |
| | Added date: 05/11/2013 |
| | Target Completion Date: 09/06/2013 |
| | Comments: |
| | Task Completed: 09/09/2013 |
| | 3. Recruitment team will analyze results of sourcing candidates to strengthen partnerships with organizations that are producing the strongest results. |
| | Assigned to: [REDACTED] |
| | Added date: 05/11/2013 |
| | Target Completion Date: 07/26/2013 |
| | Comments: |
| | Task Completed: 08/19/2013 |
| | 4. Recruitment team will analyze the hiring results for SY13-14 to determine adjustments needed in the recruiting and hiring processes. |
| | Assigned to: [REDACTED] |
| | Added date: 05/11/2013 |
| | Target Completion Date: 09/27/2013 |
| | Comments: |

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| | | Task Completed: | 09/30/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/5/2013 |
| | Experience: | | 11/5/2013 DC Scholars Stanton worked extensively with the recruitment team to ensure all recruitment needs were identified, planned for, and met by the first day of school for students. Staff members were presented with multiple layers of support and teacher growth opportunities that will continue throughout the 2013-2014 academic year. |
| | Sustain: | | 11/5/2013 continued partnership with the recruitment team to recruit and hire talented teachers, work with teachers to ensure they feel supported and have growth opportunities, and monitor retention concerns as they arise. |
| | Evidence: | | 11/5/2013 available upon request |

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| Indicator | G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(1670) | | |
| Status | Objective Met 11/5/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/05/2013 | |
| | 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: | DC Scholars Stanton Elementary highly values recognizing and supporting staff members. Every staff member is placed on a professional development plan that aligns to the priorities of the entire faculty as well as the individual interventions to target improvement and successes of a specific staff member. Leadership team members observe classroom regularly for both informal and formal feedback. There are weekly professional development sessions for staff in addition to weekly collaborative meetings so that staff members can plan and implement new skills. Teachers are rewarded through informal means (e.g. weekly emails, staff shout outs, etc.) and formal means (e.g. Rubenstein awards, evaluation bonuses, etc). When staff members are not meeting expectations, the leadership reviews the professional development plan with the staff member and identifies necessary supports and benchmarks for the staff members. If staff members are still not meeting expectations, leadership team members meets with the HR team to discuss the possibility of non-renewal/replacement. Working with the recruitment team, the leadership team identifies the candidates necessary to fill anticipated vacancies. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All staff members will have a professional development plan that aligns to formal evaluations (e.g. IMPACT) and informal observations (e.g. classroom visits). The professional development plans will align with the strengths and areas of improvement for every staff member with opportunities for growth through collective professional development (e.g. weekly morning PD sessions and collaboratives) that can be differentiated and individual opportunities to be determined by the staff member and the leadership team (e.g. blended learning fellowship). | |
| | Target Date: | 12/27/2013 | |
| | Tasks: | | |
| | 1. Leadership team will set professional development schedule for SY13-14 with regular opportunities for training and implementation support that aligns to the overall goals of the school and the differentiated goals of the staff member. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 08/30/2013 | |

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| | | Comments: | |
| | | Task Completed: | 05/31/2013 |
| | | 2. Leadership team will have conversations with each staff member to share feedback and identify details of the professional development plan based on formal and informal observations. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 09/27/2013 |
| | | Comments: | |
| | | Task Completed: | 06/20/2013 |
| | | 3. Leadership team will implement interventions and clear, measurable action plans for staff members who are not meeting expectations. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 11/22/2013 |
| | | Comments: | |
| | | Task Completed: | 06/20/2013 |
| | | 4. Leadership team will have one-on-one conversations with staff members who are not meeting expectations to discuss reassignment or separation. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 04/25/2014 |
| | | Comments: | |
| | | Task Completed: | 06/20/2013 |
| | | 5. Leadership team will set a projection of vacancies with the recruitment team to hire for SY14-15. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 02/28/2014 |
| | | Comments: | |

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| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/5/2013 |
| | Experience: | | 11/5/2013 Leadership team members were all engaged in ensuring each teacher at Stanton was supported in his/her professional development. Every staff member was observed and coached on an ongoing basis, formally evaluated each quarter, and had a professional development plan outlined after the first evaluation. Leadership team members continued to observe the classrooms regularly and provided feedback both formally and informally to ensure the teachers were constantly pushed toward their professional goals. When staff members met their goals, they were celebrated among their grade level teams. When staff members did not reach their goals, a more cohesive improvement plan was put in place with specific action items and expected outcomes over a period of time. If a staff member continued to not meet expectations, the leadership team members consulted with the HR team to discuss non-renewal at which time the recruitment team was also consulted for new candidates. |
| | Sustain: | | 11/5/2013 ongoing coaching cycles with classroom observations and feedback. |
| | Evidence: | | 11/5/2013 PD schedule observation notes |

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| 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 01/17/2012 | |
| | Evidence: | Stanton does the following: -Weekly Morning Collaborative where grade level teams meet. Grade levels determine their own agenda and request the presence of instructional leaders, if needed. -Instructional coaches hold grade level team meetings for instructional planning and collaboration. -Grade level teams have assigned roles for planning that rotate quarterly. Grade level team members plan a different area each quarter. -Special education teachers are present at grade level meetings to plan and collaborate. -Faculty Council also addresses issues around duties and time for instructional planning. | |

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| 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 | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |

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| | 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: | At Stanton we have a grade level/content specific uniform schedule that includes a balance of whole group, small group, teacher led and student driven blocks. The overwhelming majority of teachers adhere to the schedule and diversify their approach throughout the lesson cycle. The quality of instruction in each of these modes varies depending on teacher experience and content knowledge. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Teachers will use a variety of instructional methods to convey the information and achieve student mastery. Teachers will receive professional development and targeted coaching on the instructional areas in which they need the most support. As a result, teachers will receive strong teacher evaluation scores when observed during different portions of the instructional block. | |
| | Target Date: | 12/27/2013 | |
| | Tasks: | | |
| | | 1. Working with the Scholar Academies Academic team, the leadership team will identify and implement supports on a variety of instructional designs (e.g. ST Math, literacy block, use of centers, student-center instruction, etc). | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 05/12/2013 |
| | | Target Completion Date: | 12/27/2013 |
| | | Frequency: | weekly |
| | | Comments: | |
| | | Task Completed: | 08/30/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | 11/7/2013 | |
| | Experience: | 11/7/2013 The Stanton leadership team has built a toolkit of resources for teaching staff | |
| | Sustain: | 11/7/2013 The Stanton leadership team will continue to review current resources and add new resources | |
| | Evidence: | 11/7/2013 resources and toolkit descriptions available upon request | |

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| Indicator | K01 - All teachers demonstrate sound homework practices and communication with parents.(1720) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/22/2012 |

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| | Evidence: | All PS-5th grade teachers assign homework at least 4 nights a week. Our City Year team checks homework for K-5th grade scholars daily and communication around completion and quality is shared via phone, text, or in writing on an ongoing basis. Scholars have an opportunity (about 30-45 minutes) to receive assistance and complete their homework during the after-school program. |
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Turnaround Principles

Principle 3: Effective Use of Time

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| Indicator | J04 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships.(1706) |
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| Status | Full Implementation |
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| Assessment | Level of Development: | Initial: Full Implementation 01/22/2012 |
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| | Evidence: | <p>The Stanton team has allocated funds to support the following extended learning time initiatives and partnerships:</p> <ol style="list-style-type: none"> 1) Grant support for PAL 2) SIG to continue partnership with CITY YEAR 3) Work with Flamboyant Family Foundation for family engagement 4) Tutoring offered by the rotary club and faith based organizations 5) PAL Summer Camp for K-5th grade scholars 6) Allocated funds for extended learning day (academic day ends at 4:00 pm rather than the traditional DCPS 3:15) |
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| Indicator | I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | Stanton teachers give formal assessments each quarter and formally track student data in GOLD or in Performance Tracker. School-wide meetings and professional development address overall assessments and results. For more specific analysis, teams work together in 2 hour data action planning meetings to review and analyze student performance so that they can make reteaching and instructional changes. This is done each quarter. However, in order to see dramatic gains this process needs to be conducted more frequently and on all kinds of student data. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Teachers will be coached to provide ongoing assessments and adjust instruction accordingly. This will include daily exit slips and weekly assessments as well as regular running records for reading instruction. | |
| | Target Date: | 12/27/2013 | |
| | Tasks: | | |
| | 1. Leadership team, data leads, and teachers will regularly monitor results from assessments through daily reports and data team meetings. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 12/27/2013 | |
| | Frequency: | daily | |
| | Comments: | | |
| | Task Completed: | 11/07/2013 | |
| | 2. Teachers will be supported by instructional coaches and leadership team members on how to adjust curriculum and instruction based on assessment data. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 12/27/2013 | |
| | Frequency: | weekly | |
| | Comments: | | |
| | Task Completed: | 11/07/2013 | |

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| | 3. Data from daily assessments (e.g. ST Math, Dreambox, and exit slips) and unit/quarterly assessments will be analyzed by teachers and leadership team to determine differentiation, groupings, and interventions. |
| | Assigned to: [REDACTED] |
| | Added date: 05/11/2013 |
| | Target Completion Date: 12/27/2013 |
| | Frequency: weekly |
| | Comments: |
| | Task Completed: 11/07/2013 |
| Implement | Percent Task Complete: |
| | Objective Met: 11/7/2013 |
| | Experience: 11/7/2013 Formal and informal assessments were developed over the summer for each grade level and content area. Teachers were trained on these assessments during summer PD and continue to receive ongoing feedback and PD on their assessment results during data planning meetings in order to make instructional changes. |
| | Sustain: 11/7/2013 This data analysis must continue and expand to include additional student data points. |
| | Evidence: 11/7/2013 Data days are scheduled on the 2013-2014 academic year and have been occurring as scheduled |

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| Indicator | I05 - All teachers employ effective classroom management.(1721) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | Scholar Academies and Stanton have a uniform school management system to provide teachers with clear routines, procedures, and systems for redirecting off task behavior and rewarding positive student choices. Since the beginning of this school year, there has been a strong emphasis on classroom management, with teachers receiving significant amount of professional development and coaching around this. The majority of teachers implement this system effectively and have strong management skills. However there are several new teachers who struggle with classroom management. While they are all receiving coaching and support it takes time to fully develop this skill. Teachers are also still learning how to provide tier 2 and 3 management support. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | While implementing the overall school management plan, teachers will receive ongoing professional development to help support them in their tier 2 and tier 3 management techniques. This will include one-on-one observations of specific students in order to develop behavior intervention plans. Teachers will create behavior intervention plans for all students who exhibit severe behavioral challenges. | |
| | Target Date: | 12/27/2013 | |
| | Tasks: | | |
| | 1. Through professional development and training before school opening, teachers are familiar with the systems and routines to reinforce positive school and classroom culture. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/12/2013 | |
| | Target Completion Date: | 08/30/2013 | |
| | Comments: | | |
| | Task Completed: | 08/30/2013 | |
| | 2. School leadership team will incorporate classroom management as a focus for professional development and collaboratives based on data from formal and informal observations. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/12/2013 | |
| | Target Completion Date: | 12/27/2013 | |
| | Frequency: | weekly | |

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| | | Comments: | |
| | | Task Completed: | 11/07/2013 |
| | | 3. Teachers will receive targeted feedback from observations on tier 2 and 3 behaviors and adjust classroom behavior management plans to minimize the number of tier 2 and 3 behaviors while supporting individual students who need behavioral interventions. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/12/2013 |
| | | Target Completion Date: | 12/27/2013 |
| | | Frequency: | weekly |
| | | Comments: | |
| | | Task Completed: | 11/07/2013 |
| Implement | | Percent Task Complete: | |
| | | Objective Met: | 11/7/2013 |
| | | Experience: | 11/7/2013 Scholar Academies and Stanton have developed a uniform school management system to provide teachers with clear routines, procedures, and systems for redirecting off task behavior and rewarding positive student choices. Since the beginning of this school year, there has been a strong emphasis on classroom management, with teachers have to date, received at least 2 hours of professional development and coaching around this. |
| | | Sustain: | 11/7/2013 teachers will continue to receive ongoing feedback, coaching, and PD on the culture model |
| | | Evidence: | 11/7/2013 coaching model and sample teacher culture coaching cycles available upon request |

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| Indicator | F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning.(1696) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | At Stanton teachers are currently paid an additional ~\$2600 a year to participate in Tuesday and Thursday PD workshops and morning collaboratives. Teachers are also compensated for an extra week of summer professional development. This year we made an extra effort to include our City Year corps members in our summer and ongoing PD trainings. Additionally, our after-school team has ongoing team meetings and PD aligned to the school's needs. We have prioritized collaboration and active learning by devoting additional time and resources to it. While there are opportunities available we have not been able to monitor and maximize the quality of these collaborative meetings or found ways to get more time from the school day. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Stanton will maximize professional learning during and after the school day. Teachers will work collaborately by grade level and content area. | |
| | Target Date: | 08/31/2013 | |
| | Tasks: | | |
| | 1. The Principal and Leadership Team will think strategically about the use of time and seek input from faculty about maximizing collaboration. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 07/01/2013 | |
| | Comments: | | |

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| | | Task Completed: | 08/02/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 The Stanton team has designated team leaders for each grade level to monitor student achievement in reading and math goals. All morning, during the day, and after school PD are centered around grade level team data. |
| | Sustain: | | 11/7/2013 continued evaluation on the effectiveness of PD initiatives |
| | Evidence: | | 11/7/2013 sample PD agenda available upon request |

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| Indicator | J01 - The principal is familiar with research and best practices associated with efforts to increase learning time.(1703) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | Index: | 1 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The Principal has years of experience working with schools and school systems that effectively promote increased learning time. Scholar Academies also believes strongly in the need for increased learning time. We have added extended learning opportunities to the school day. However given the constraints of the WTU contract it has been difficult to find more creative ways to extend the learning day and increase learning time for students. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The Principal will continue to push, where possible, for increases in learning time. | |
| | Target Date: | 08/30/2013 | |
| | Tasks: | | |
| | 1. The Principal will work strategically with leadership team and faculty around ways to increase learning time for students. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 08/01/2013 | |
| | Comments: | | |
| | Task Completed: | 11/07/2013 | |
| | 2. The Principal will work strategically with leadership team and faculty around ways to increase learning time for students. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 08/01/2013 | |
| | Comments: | | |

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| | | Task Completed: | 11/07/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 extended learning time is an integral practice for Stanton and the Scholar Academies model. The Principal has extended learning time where possible in small groups for identified students with differentiated needs. |
| | Sustain: | | 11/7/2013 The Principal will continue to push, where possible, for increases in learning time |
| | Evidence: | | 11/7/2013 extended student group time |

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| Indicator | J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/17/2012 | |

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| | Evidence: | <p>We have done the following to support extended learning:</p> <ul style="list-style-type: none"> -We have developed an enrichment program staffed by volunteers who tutor and mentor students weekly. These students are performing above grade level. -We have formed a partnership with the local Rotary Club who tutors 40 students each week. -We have formed a partnership with the local Girl Scouts troop. They lead extended learning opportunities for our students, including book drives, Science Days, and Dance Workshops. -We have formed partnerships with George Washington University who developed a proposal for our science, technology, engineering, and mathematics initiatives. -We formed a partnership with George Washington University Office of Civic Engagement. Over 550 volunteers have performed 3,000 hours of community service since August 2011. -We maintain a partnership with City Year. They lead academic and behavioral interventions daily during the school day and after school. -We have built relationships with Flamboyan and CityBridge to increase our family engagement initiatives. -We have built a relationship with DC School Reform Now, who works with our 5th grade families to get them into high-quality middle schools. -We maintain a relationship with People Animals Love who run our after school program and some academic power hours. -We have a partnership with Grass Roots. -We have other partnerships who have supported off-campus learning such as a symphony performance at the Kennedy Center. |
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| 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 | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/22/2012 |
| | Evidence: | <p>Stanton has developed a robust, detailed schedule with clear routines and procedures for all portions of the day beginning with breakfast so that teachers and students can maximize learning time. Additionally, the after-school program has a similar schedule and employs consistent procedures to make sure that there is cohesion between the academic and enrichment day. Professional development and faculty meetings reinforce structures and supports and target areas of need.</p> |

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| Turnaround Principles | | |
| Principle 4: Curriculum, Assessment and Intervention System | | |
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| Indicator | H03 - All teachers, working in teams, prepare standards-aligned lessons.(1718) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/17/2012 |

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| Evidence: | Teachers perform the following: -All grade level teams submit one weekly lesson plan that is standards-aligned. -Grade levels meet weekly or bi-weekly to create lesson plans. -Grade levels collaborate with their special education teachers to develop plans. -Instructional coaches provide weekly feedback on plans to give teachers additional feedback and provide additional strategies. |
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| Indicator | I03 - All teachers, working in teams, differentiate and align learning activities with state standards.(1716) |
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| Status | Objective Met 11/7/2013 |
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| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 |
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| Index: | 6 | (Priority Score x Opportunity Score) |
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| Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
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| Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
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| Describe current level of development: | All teachers receive at least 2-3 hours of professional development around differentiation throughout the course of the year. Teachers also work to co-plan and co-teach with a special education teacher each week and each day of the year. Our SEC and coaches work to support teachers with differentiation but we have a long way to go. |
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| Plan | Assigned to: | ██████████ |
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| | How it will look when fully met: | Teachers will receive a set of differentiation professional development provided by the student support services team at Scholar Academies. The Special Education coordinator and her team will work with teachers to implement these strategies in their classrooms. |
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| | Target Date: | 06/27/2014 |
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| | Tasks: | |
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| | 1. Teachers will receive training and support on instructional standards and unit/lesson plans during School Orientation. | |
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| | Assigned to: | ██████████ |
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| | Added date: | 05/11/2013 |
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| | Target Completion Date: | 08/30/2013 |
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| | Task Completed: | 11/07/2013 |
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| | 2. Through weekly professional development and collaboratives, teachers will receive feedback and time to plan thoughtful differentiation to meet the needs of the students. | |
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| | Added date: | 05/11/2013 |
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| | Target Completion Date: | 06/27/2014 |
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| | | Frequency: | weekly |
| | | Comments: | |
| | | Task Completed: | 11/07/2013 |
| | 3. When appropriate, IEP teams will meet to analyze the accommodations to ensure that all learning activities are aligned to instructional standards. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 06/27/2014 |
| | | Comments: | |
| | | Task Completed: | 11/07/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: 11/7/2013 | | |
| | Experience: 11/7/2013 All teachers at least 2-3 hours of professional development around differentiation scheduled throughout the course of the 2013-2014 year. Teachers also work to co-plan and co-teach with a special education teacher each week and each day of the year. Our SEC and coaches work to support teachers with differentiation but we have a long way to go. | | |
| | Sustain: 11/7/2013 All teachers will continue to receive at least 2-3 hours of professional development around differentiation throughout the course of the year. Teachers also work to co-plan and co-teach with a special education teacher each week and each day of the year. Our SEC and coaches work to support teachers with differentiation but we have a long way to go. | | |
| | Evidence: 11/7/2013 PD schedule and sample agenda available upon request | | |

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| Indicator | H02 - All teachers assess student learning frequently using standards-based classroom assessments.(1717) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | All teachers (PS-5th) grade utilize a diagnostic and summative assessment in both reading and math (outside of DCCAS) to measure mastery of grade level learning goals. Teachers also measure mastery at the quarterly level with Scholar Academies interims, GOLD and Fountas and Pinnell. While this provides teachers with a strong picture of mastery every 9-10 weeks, use of ongoing and unit based assessments varies from teacher to teacher. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Coaches will work with teachers to develop standards-based classroom assessments to meet the needs of the specific grade and content level. Math teachers will use daily exit slips and weekly assessments while literacy teachers will be conducting ongoing running records and leveling. | |
| | Target Date: | 06/27/2014 | |
| | Tasks: | | |
| | 1. Time at the School Orientation will be used for assessment writing. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 08/30/2013 | |
| | Comments: | | |
| | Task Completed: | 08/09/2013 | |
| | 2. Coaches will review assessment data from quarterly assessments, blended learning programs, and teacher created assessments to create plans and coach teachers on adjustments to instruction and student interventions. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 05/30/2014 | |
| | Frequency: | weekly | |
| | Comments: | | |
| | Task Completed: | 08/09/2013 | |
| | 3. Coaches will use time at collaboratives and separately scheduled meetings to review assessments and coach teachers on the creation of effective assessments. | | |
| | Assigned to: | [REDACTED] | |

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| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 05/30/2014 |
| | | Frequency: | weekly |
| | | Comments: | |
| | | Task Completed: | 08/30/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 Standards based assessments were used by all teachers for their grade levels. Data was reviewed in data teams at weekly meetings to provide teachers an opportunity to reflect and refine their practice |
| | Sustain: | | 11/7/2013 Coaches will continue to work with teachers to develop standards-based classroom assessments to meet the needs of the specific grade and content level. Math teachers will use daily exit slips and weekly assessments while literacy teachers will be conducting ongoing running records and leveling. |
| | Evidence: | | 11/7/2013 Weekly grade level team meetings are ongoing |

Turnaround Principles

Principle 5: Effective Use of Data

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| 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 | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | The Stanton team has collected hard data and anecdotal data on extended learning programs and worked in teams to make adjustments to the program. Over the past 18 months, the team has revised Breakfast for the Brain to include a more academic focus, rewritten the schedule to get more learning time, tighten transitions, added 2 weeks to summer camp, developed a stronger after-school schedule including small group homework help and targeted Power Hour, and reworked teacher professional development mornings. In order to fully implement this indicator, we need to be more systematic in our review. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The Stanton leadership team will build a systematic and regular time into their weekly meetings to review the current schedule and outcomes and analyze where revisions must be made. This will happen twice a month during leadership team and/or academic leadership team meetings. | |
| | Target Date: | 12/30/2013 | |
| | Tasks: | | |
| | | 1. Leadership team will debrief the use of time from the 2012-2013 school year to inform decisions for the 2013-2014 school year. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 05/24/2013 |
| | | Target Completion Date: | 06/28/2013 |
| | | Comments: | |
| | | Task Completed: | 07/25/2013 |
| | | 2. Leadership team will create a new school schedule to create as much extended learning time as possible while maximizing instructional time within the schedule. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 05/24/2013 |

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| | | Target Completion Date: | 08/30/2013 |
| | | Comments: | |
| | | Task Completed: | 07/31/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/7/2013 |
| | Experience: | | 11/7/2013 The leadership team met a length to review the schedule for hte 2012-2103 academic year and the amount of time spent outside of student learning. Adjustments were made to the schedule where applicable to allow for the time spent learning to be maximized. |
| | Sustain: | | 11/7/2013 Annually the leadership team will review the academic schedule and adjust to maximize learning. During leadership team meetings, the current schedule will be revisited for revisions that can be made during the year |
| | Evidence: | | 11/7/2013 leadership team reflections are available upon request |

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| Indicator | C05 - The principal collects and acts on data from a variety of sources and in a timely manner.(1666) | | |
| Status | Objective Met 11/5/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/17/2012 | |
| | | Objective Met - 11/05/2013 | |
| | 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: | In the 2012-2013 year, the Stanton leadership team added a new position: Director of Data and Intervention. This individual, [REDACTED], is responsible for collecting, analyzing and communicating about data to the entire school team. In this role, [REDACTED] collects data related to school culture, student intervention, student academics and family engagement. She is responsible for leading the benchmark data days for the entire school during which she shares out schoolwide trends and pushes team members to establish next steps coming out of their data analysis. Recently, [REDACTED] created a school-wide data continuum to indicate the indicators which the school community should meet in relation to its use of data. The team is now working to ensure that reteach and other action plans are meaningfully created and implemented in a timely and high-quality manner. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The principal and leadership team, along with the Scholar Academies data analysis will review academic, culture and operations from weekly dashboards, quarterly dashboards and online data sources (such as Performance Tracker). Principal will review and act on data with the academic leadership team (held once a week) and teachers during morning collaborative on a twice monthly basis. After quarterly assessments, data team meetings will be held and led by the data leads. In addition, coaches will provide ongoing data coaching with teachers. | |
| | Target Date: | 06/27/2014 | |
| | Tasks: | | |
| | 1. [REDACTED], school leadership team, and Scholar Academies data team will norm on data sets and timing of data analysis. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 07/26/2013 | |
| | Comments: | | |
| | Task Completed: | 06/20/2012 | |
| | 2. School leadership team will create a schedule for data meetings for the year. | | |
| | Assigned to: | [REDACTED] | |

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| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 08/30/2013 |
| | | Comments: | |
| | | Task Completed: | 08/08/2013 |
| | 3. Data teams will meet to analyze quarterly assessment results to adjust practice and identify priorities. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 11/29/2013 |
| | | Frequency: | four times a year |
| | | Comments: | |
| | | Task Completed: | 06/20/2013 |
| | 4. Various data groups will meet to analyze their respective dashboards and indicators to gauge progress and flag when practices need to be adjusted. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 05/11/2013 |
| | | Target Completion Date: | 11/29/2013 |
| | | Frequency: | weekly |
| | | Comments: | |
| | | Task Completed: | 06/20/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 11/5/2013 |
| | Experience: | | 11/5/2013 The Stanton leadership team was successful in adding a new position: Director of Data and Intervention. This individual, ██████████, took full responsibility for collecting, analyzing and communicating about data to the entire school team. As a result, all teacher's data was tracked efficiently and in a streamlined manner to assist the school leadership team in effectively coaching the team to meet their goals |
| | Sustain: | | 11/5/2013 continued use of the data system for classroom mastery |
| | Evidence: | | 11/5/2013 available upon request |

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| Indicator | H01 - The principal ensures that teachers align instruction with standards and benchmarks.(1714) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | 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: | Each summer a team of teachers across all of the Scholar Academies schools are selected to write a detailed scope and sequence, series of assessments, and unit plans aligned to the state standards. At the quarterly level instruction is definitely aligned to state standards and benchmarks. In order for this to meet the full implementation stage teachers must continue to develop their skill in creating daily and weekly assessments that are fully aligned to the standard and measure student mastery at a rigorous level. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The academic leadership team, with Scholar Academies support, will provide whole-school instruction on backwards planning in creating unit level, weekly and daily assessments that is aligned to a scope and sequence of Common Core standards. In addition, coaches will provide planning support to individual grade levels or cohorts and the principal will work directly with teachers in key areas. | |
| | Target Date: | 06/27/2014 | |
| | Tasks: | | |
| | 1. Identify teachers to work on the curriculum team to revise scope and sequence and create unit plans. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 07/01/2013 | |
| | Comments: | | |
| | Task Completed: | 07/01/2013 | |
| | 2. Time at the New Teacher Orientation and School Orientation is used to increase understanding of the standards and scope & sequence. Additionally, teachers will have time to plan units and lesson in collaboratives with support from the leadership team and Scholar Academies Academic team. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 05/11/2013 | |
| | Target Completion Date: | 08/30/2013 | |
| | Comments: | | |
| | Task Completed: | 08/09/2013 | |

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| | 3. Leadership team will create ongoing collaboratives and professional development sessions on aligned instruction and the data from the assessments. |
| | Assigned to: [REDACTED] |
| | Added date: 05/11/2013 |
| | Target Completion Date: 05/30/2014 |
| | Frequency: weekly |
| | Comments: |
| | Task Completed: 08/09/2013 |
| | 4. Leadership team and instructional coaches will conduct formal and informal observations to provide feedback and coaching on instructional alignment. |
| | Assigned to: [REDACTED] |
| | Added date: 05/11/2013 |
| | Target Completion Date: 05/31/2013 |
| | Frequency: weekly |
| | Comments: |
| | Task Completed: 06/20/2013 |
| Implement | Percent Task Complete: |
| | Objective Met: 11/7/2013 |
| | Experience: 11/7/2013 the Stanton academic team, with consult from Scholar Academies academics team, developed and provided PD to all staff on whole-school instructional model |
| | Sustain: 11/7/2013 this will continue annually |
| | Evidence: 11/7/2013 PD agenda available upon request |

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 01/17/2012

Evidence: We started off the school year with 2 weeks of professional development over the summer. Throughout the year, we have morning professional development and collaborative time to reinforce systems and create additional professional development opportunities. We have content team and grade level team meetings. We have data analysis and a variety of stepback/reflection meetings.

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| Indicator | J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships.(1707) | | |
| Status | Objective Met 11/7/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/22/2012 | |
| | | Objective Met - 11/07/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Scholar Academies has effectively utilized their connections and influence to partner with a number of strong organizations and to continuously connect the school with potential supporters. DCPS has really given Principals the autonomy to forge their own way with partnerships. They have hosted a few opportunities that make these matching sessions more likely, but they are supportive and encouraging of school partnerships. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Stanton will have a robust set of partners who provide a range of supports for the school -- from tutoring to cleanup to mentorship to financial resources. | |
| | Target Date: | 08/30/2013 | |
| | Tasks: | | |
| | 1. Scholar Academies and The Principal will continue to strengthen existing relationships and take advantage of new opportunities. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 08/30/2013 | |
| | Comments: | | |
| | Task Completed: | 08/30/2013 | |
| Implement | Percent Task Complete: | | |
| | Objective Met: | 11/7/2013 | |
| | Experience: | 11/7/2013 Stanton has 3 strategic partners that we continue to work with to push student achievement | |
| | Sustain: | 11/7/2013 Stanton will continue to develop the effectiveness of these partners and pursue other strategic partnerships | |
| | Evidence: | 11/7/2013 description of partnerships available upon request | |

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| 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) |
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| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/22/2012 |
| | Evidence: | <p>Stanton and Scholar Academies plan and communicate transformation changes in the following ways:</p> <ol style="list-style-type: none"> 1) During the summer before each school year with Parent University 2) Through Summer and Spring home visits 3) In Academic Parent Teacher Team meetings held 3x a year 4) LSAT and Faculty Council 5) Weekly leadership team meetings and bi-annual leadership team retreats 6) Summer Professional Development Institute 7) Quarterly School Director meetings with Scholar Academies team members 8) Bi-monthly DCPS Leadership Academy 9) Gathering feedback from all stakeholders including students from written surveys and tri-annual focus groups 10) Weekly (and sometimes daily) newsletters to all staff |

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| 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) | |
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| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/22/2012 |
| | Evidence: | <p>At Stanton we communicate changes (especially those of rapid improvement and need for dramatic change) in a variety of ways including:</p> <ol style="list-style-type: none"> 1) Monthly Family Newsletters 2) Summer Parent University 3) Summer and Spring Home Visits 4) Principal Breakfasts 5) Summer Professional Development Institute 6) LSAT 7) Faculty Council 8) Calls 9) In person meetings and forums 10) Weekly (and sometimes daily) newsletters to all staff |

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| Indicator | K04 - The LEA/School has engaged parents and community in the transformation process. (1649) | |
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| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/17/2012 |

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| | Evidence: | <p>We have done the following to engage parents and community in the transformation process:</p> <ul style="list-style-type: none"> -We hold Academic Parent Teacher Team meetings three times a year. -We hold a quarterly Principal's Breakfast to engage parents and share updates. -We hold a quarterly Local School Advisory Team Meeting to plan and evaluate initiatives. -We have a Faculty Council to encourage support and involvement in school-wide decisions. -We hold quarterly Town Halls to seek out feedback from staff. We use this feedback to revise plans and priorities in order to move the school forward. -We hold a quarterly Honors Breakfast for students and families to recognize academic achievement. -We hold an annual Thanksgiving potluck to thank our families for their support. -We recognize families whose students made strong academic growth between Academic Parent Teacher Team Meetings. -We share and display data in our school to inform families about student progress. -We invite families to participate in our school-wide rewards and incentives (field trips, fun days, etc). -We hold summer Parent Universities to provide an orientation to families and prepare them for the school year. -We invite parents to attend student performances. |
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| Indicator | K05 - The LEA/School helps stakeholders overcome resistance to change.(1652) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/17/2012 |
| | Evidence: | <p>We have done the following to overcome resistance to change:</p> <ul style="list-style-type: none"> -We hold Academic Parent Teacher Team meetings three times a year. -We hold a quarterly Principal's Breakfast to engage parents and share updates. -We hold a quarterly Local School Advisory Team Meeting to plan and evaluate initiatives. -We have a Faculty Council to encourage support and involvement in school-wide decisions. -We hold quarterly Town Halls to seek out feedback from staff. We use this feedback to revise plans and priorities in order to move the school forward. -We hold a quarterly Honors Breakfast for students and families to recognize academic achievement. -We hold an annual Thanksgiving potluck to thank our families for their support. -We recognize families whose students made strong academic growth between Academic Parent Teacher Team Meetings. -We share and display data in our school to inform families about student progress. -We invite families to participate in our school-wide rewards and incentives (field trips, fun days, etc). -We regularly engage (informally) with parents about student behavior and achievement. |

