

Comprehensive Plan Report

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

November 14, 2013

Anacostia SHS-12 NCES - 110003000085

District of Columbia Public Schools

SIG Implementation Indicators

Key Indicators are shown in **RED**.

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| Turnaround Principles | | | |
| Principle 1: School Leadership | | | |
| Indicator | D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671) | | |
| Status | Objective Met 5/3/2013 | | |
| Assessment | Level of Development: | | Initial: Limited Development 01/04/2012 |
| | | | Objective Met - 05/03/2013 |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | We are still addressing lots of culture issues. Before we can spend the time to really evaluate teacher skills we have to prepare students for learning by cementing a positive school culture. 2/13/13 Update: fully implemented. Evaluation happens daily through classroom observations, in addition, the implementation includes instructional rounds conducted with the entire administrative team. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All stakeholders would understand and be able to articulate a common instructional vision. You see distributive leadership among teachers, deans, and administrators. There is a coherent leadership plan, with everyone knowing what their roles are with people taking ownership outside their silo. Regular evaluations happen through formal and informal observations. Teachers would be very clear on the evaluation process. Teacher goals, school goals, and PD goals would be aligned. Teachers would be invested in the evaluation process as a result of their clarity. Through close alignment between professional development and individual/collective goals of teachers, instruction continuously improves. | |
| | Target Date: | 02/13/2013 | |
| | Tasks: | | |

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| | 1. Establish common goals and outcomes by grade level and a holistic vision of student outcomes, collaborating with a smaller core leadership team. Review this, along with a common instructional vision with all staff. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 07/30/2012 |
| | Comments: We have established common goals by department and leadership team works separately with each department to accomplish established goals. |
| | Task Completed: 02/13/2013 |
| | 2. Present common goals and vision to staff when they return during August PD. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 08/15/2012 |
| | Comments: Common Goals and vision was communicated to the staff during the August PD, and is consistently presented throughout the year. |
| | Task Completed: 02/13/2013 |
| | 3. Invest parents in mission and vision for Anacostia- campaign for grade level outcomes. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 10/01/2012 |
| | Comments: Parental participation as a school has increased by 50%; through monthly parent breakfast, senior meetings, freshman, sophomore, junior digital media, parental engagement committee, and transition career, etc. We ongoingly communicate with parents by grade-level newsletters and connect-eds. |
| | Task Completed: 05/02/2013 |
| | 4. The leadership team ([REDACTED]) will select the observation tools for informal observations of classroom instruction. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 06/15/2012 |
| | Comments: We have selected an informal observation tool, reflects and aligns to the TLF. |
| | Task Completed: 02/13/2013 |
| | 5. [REDACTED] will norm observations among the leadership team through instructional rounds, calibrating. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 09/15/2012 |
| | Comments: Leadership team meets regularly to norm instructional expectations and "look fors" during instructional rounds. |
| | Task Completed: 02/13/2013 |

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| | 6. Establish PD for teacher goal setting and the evaluation process. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 09/05/2012 |
| | Comments: In the beginning of the year, we conducted a PD with teachers in which they used TAS to establish goals, and set up an additional PD for teachers who needed clarity or guidance. |
| | Task Completed: 02/13/2013 |
| | 7. Calendar out the formal and informal observations- know the frequency, set a standard for how many leadership team should do. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 08/15/2012 |
| | Comments: The leadership team, in an attempt to norm the evaluation process we have planned and calendared when and how to effectively conduct evaluations for all teachers. |
| | Task Completed: 02/13/2013 |
| | 8. Establish regular check ins with the teams to meet around observational feedback Update:2/13/13 The task was established and is currently implemented weekly; observational feedback is tracked with academic trends. |
| | Assigned to: [REDACTED] |
| | Added date: 03/29/2012 |
| | Target Completion Date: 08/15/2012 |
| | Comments: The task was established and is currently implemented weekly; observational feedback is tracked with academic trends. |
| | Task Completed: 02/13/2013 |
| Implement | Percent Task Complete: |
| | Objective Met: 5/3/2013 |
| | Experience: 5/3/2013 Through weekly instructional rounds and daily operations by the principal and his leadership team the culture of evaluating and supporting teachers has reached levels of sustainability. |
| | Sustain: 5/3/2013 Timely feedback to teachers after evaluation and differentiated professional development to build capacity in teachers based on observations and evaluations. |
| | Evidence: 5/3/2013 Weekly instructional rounds Bi-weekly in-school professional development Weekly data meetings Opportunity for out of the building professional development |

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| Indicator | D02 - There is an established procedure for documenting the evaluation process. (1675) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 |

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| Evidence: | The IMPACT evaluation system provides clear procedures for documenting the evaluation process. Update:2/13/13: This formal evaluation process is ongoing in addition to informal observations that are aligned to IMPACT. |
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| Indicator | D03 - The principal provides timely, clear, constructive feedback to teachers. (1676) | | |
| Status | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | Feedback is almost always timely, but is not always clear and constructive. We need to move towards an evaluation system that is clearer and more transparent and aligned to teachers goals. But at the moment we do not have the time to follow up on all of the feedback that is suggested to teachers because our focus at the moment is more about culture than instruction. Update:2/13/13 The leadership team continues to provide explicit feedback outlining areas of improvement in a timely manner. Informal observation feedback is provided within 24 hours of the observation; whereas formal observation feedback is provided within 15 calendar days as allotted by DCPS IMPACT. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All stakeholders would understand and be able to articulate a common instructional vision. You see distributive leadership among teachers, deans, and administrators. There is a coherent leadership plan, with everyone knowing what their roles are with people taking ownership outside their silo. Regular evaluations happen through formal and informal observations. Teachers would be very clear on the evaluation process. Teacher goals, school goals, and PD goals would be aligned. Teachers would be invested in the evaluation process as a result of their clarity. Through close alignment between professional development and individual/collective goals of teachers, instruction continuously improves. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Establish common goals and outcomes by grade level and a holistic vision of student outcomes, collaborating with a smaller core leadership team. Review this, along with a common instructional vision with all staff. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/29/2012 | |
| | Target Completion Date: | 07/30/2012 | |

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| | | Comments: | We established common goals and outcomes for each academy during the first week of professional development in order to teach the "whole child." |
| | | Task Completed: | 03/15/2013 |
| | | 2. Present common goals and vision to staff when they return during August PD | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | We presented the common goals and vision to the staff during the first week of school, professional development week. |
| | | Task Completed: | 03/15/2013 |
| | | 3. Invest parents in mission and vision for Anacostia- campaign for grade level outcomes. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 10/01/2012 |
| | | Comments: | We host monthly Principal "round-table" discussion in which we provide parents with current/updated grade level outcomes, in addition to the distribution of monthly newsletters, individualized student one-pagers, and senior parent meetings. |
| | | Task Completed: | 03/15/2013 |
| | | 4. The leadership team ([REDACTED]) will select the observation tools for informal observations of classroom instruction. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 06/15/2012 |
| | | Comments: | We use DCPS IMPACT to conduct informal and formal observation in order to build teacher capacity. Additionally the leadership team conducts weekly instructional rounds to further support our teachers practice. |
| | | Task Completed: | 03/15/2013 |
| | | 5. [REDACTED] will norm observations among the leadership team through instructional rounds, calibrating. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 09/15/2012 |
| | | Comments: | The leadership team conducts weekly instructional rounds and calibrate feedback regarding the progress of our teachers practice. |
| | | Task Completed: | 03/15/2013 |
| | | 6. Establish PD for teacher goal setting and the evaluation process. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 08/05/2012 |

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| | | Comments: | We presented the common goals and vision to the staff during the first week of school, professional development week. |
| | | Task Completed: | 03/15/2013 |
| | | 7. Calendar out the formal and informal observations- know the frequency, set a standard for how many leadership team should do. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | We have agreed that leadership team members will spend 75 percent of our time supporting the instructional practices and giving teachers immediate feedback. As such the number of observations both formal and informal is dictated by this leadership goal. |
| | | Task Completed: | 03/15/2013 |
| | | 8. Establish regular check ins with the teams to meet around observational feedback | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | We meet weekly as a leadership team to conduct instructional rounds and discuss teacher feedback. This routine allows the leadership team to keep a "pulse" on the progress of our teachers. In addition we provide teachers with feedback within 24hours. |
| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/15/2013 |
| | Experience: | | 3/15/2013 After conducting weekly instructional rounds members of the leadership team provide teachers with written and in personal feedback within 24hours. |
| | Sustain: | | 3/15/2013 In order to sustain our efforts the leadership team will continue to norm and align our observation practices and teacher feedback. |
| | Evidence: | | 3/15/2013 * Copious documentation of individual teacher observation and feedback * Completion of DCPS IMPACT observation cycles 1 and 2. |

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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 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | DCPS requires 3 yearly observations by school leaders, but there is not a mechanism for more frequent feedback and the observations are not required align them to improve teacher practice. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Teachers will use data trackers to assess what they are teaching well and how they need to grow. The trackers will specifically target actionable data, meaning data tracked will be data that can be improved upon as teaching strategies improve. In this way, data talks will be a critical piece of how Anacostia provides ongoing feedback to teachers around performance, and as a result, be part of Anacostia's job-embedded, differentiated PD. The data talks will provide for goal setting around student data and leadership feedback. Additionally, Anacostia leadership continues to set goals with teachers based on IMPACT data, and to provide targeted feedback (based on observations and instructional rounds), and differentiated PD based on these. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. APs, under the instructional lead of the principal, would provide feedback to teachers targeted towards the teachers' areas of growth (as outlined by the teachers themselves). Instructional rounds would continue with this focus. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 09/20/2012 | |
| | Comments: | Assistant Principals provide teachers with targeted teaching strategies that improve their pedagogy practice. In addition APs conduct instructional rounds to further support teachers areas of growth. | |
| | Task Completed: | 03/15/2013 | |
| | 2. Teachers will set goals around areas needed for growth, and how they would like to receive support (coaching, co-teaching etc.). | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 09/10/2012 | |

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| | | Comments: | We use immediate teacher feedback based on teacher surveys and exit slips from professional development activities. In addition, teachers have the ability to build on their individual goals based on observational feedback. |
| | | Task Completed: | 03/15/2013 |
| | | 3. Plan differentiated training for staff based on staff comfort level with their data tracker. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | Small-group training is offered weekly during data-meeting. In addition, we offer compensated individualized professional development. |
| | | Task Completed: | 03/15/2013 |
| Implement | | Percent Task Complete: | |
| | | Objective Met: | 3/15/2013 |
| | | Experience: | 3/15/2013 Since the beginning of the school year the instructional leadership team norm and aligned our practices around teacher observation and feedback. |
| | | Sustain: | 3/15/2013 In order to sustain this outstanding practice, leadership team members will meet weekly to discuss observations, feedback, and next steps. |
| | | Evidence: | 3/15/2013 * The general practice of all members of the leadership team is that each member is spending 75% of their time supporting teachers and their practices. |

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| Indicator | C03 - The principal is a change leader. (1664) | | |
| Status | Objective Met 5/3/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 05/03/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Our principal is a change leader and articulates a clear vision, but we do not require all staff to change to meet our goals and realize our vision. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All staff will be aligned to a student-centered, mission-driven school. We should see evidence of significant academic achievement and positive changes to the climate and culture of school. All stakeholders will be speaking in a common language around academic and school cultural expectations. | |
| | Target Date: | 06/01/2013 | |
| | Tasks: | | |
| | 1. Examine the mission and vision of school (principal and leadership team). We are looking for alignment with school actions and achievement data, and be able to articulate how these align. Coming out of this examination, mission and vision may be revised. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 07/15/2012 | |
| | Comments: | This took place at the start of the school year as well as during our school/staff retreat. | |
| | Task Completed: | 02/15/2013 | |
| | 2. Mission and vision examination by parents and community to incorporate their feedback. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 09/05/2012 | |
| | Comments: | This is taking place as a school and producing the outcomes we desire. All stakeholders are implementing the vision with fidelity. We continue to see an increase of community based programs routinely aligning with our mission and vision. | |
| | Task Completed: | 05/02/2013 | |
| | 3. Communicate with students around academic and culture expectations so that every student knows what it means to be a student here, and knows what their academic and character outcomes should be. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 09/10/2012 | |

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| | | Comments: | This work is completed however our students are clear of both the academic and cultural expectations. |
| | | Task Completed: | 09/12/2012 |
| | | 4. Principal aligns intervention, core curriculum, and after-school opportunities to the mission and vision for the school in terms of outcomes. | |
| | | Assigned to: | |
| | | Added date: | 02/28/2012 |
| | | Target Completion Date: | 07/15/2012 |
| | | Comments: | We have an after-school program that is great and invests in students and is currently catering to students that are in need of academic remediation. We have incorporated a blended learning model for both ELA and Math courses addressing for all students. In addition we have hosted professional development both inside and outside of the school. A few of the interventions and after-school opportunities include but no limited to the following: Saturday Academy, Saturday remediation, lunch tutoring, extended credit recovery (ECR), "Indian League," (reading intervention), and "RICH" resource for inter-city children." |
| | | Task Completed: | 05/02/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 5/3/2013 |
| | Experience: | | 5/3/2013 Throughout the year the principal and his team conducted needs assessments, created action plans, and utilized both qualitative and quantitative to implements sustainable change. These processes were applied to both the instructional and daily operational programs. |
| | Sustain: | | 5/3/2013 To remain relentless as we focus on utilizing data to guide our daily practices. |
| | Evidence: | | 5/3/2013 Saturday Academy attendance Reading grade level increases Truancy reduction and increased attendance Reduction in student incidence(s) |

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| Indicator | C04 - The principal effectively and clearly communicates the message of change. (1665) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 |
| | Evidence: | Clear vision, frequent messaging. Update 2/13/13: The vision and mission of the school remains a focus and a school effort. |

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| Indicator | C06 - The principal, after reviewing the data, seeks quick wins. (1667) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 |
| | Evidence: | Principal asks for solutions and is willing to try new things to see what will work for our students. |

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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 5/3/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 05/03/2013 | |
| | 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 willing to let school transformation team members to make decisions and act on them, but the entire school is not a place where these types of decisions can be made. There is not clear alignment about these decisions, and they are not always transparent. Communication is key! | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | A school improvement team comprised of diverse stakeholders regularly meets, plans out school improvement goals, and assesses progress against school improvement goals. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. A school improvement team would be assembled comprised of diverse stakeholders: parents, students, teachers, leaders, community members. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/29/2012 | |
| | Target Completion Date: | 06/15/2012 | |
| | Comments: | This is completed: we continue to assemble together to examine our school improvement plan with all stakeholders. | |
| | Task Completed: | 03/15/2013 | |
| | 2. The SIT has to frequently review the SIG plan and 3- set calendar to review and revise the plan- review and monitor goals, make revisions as appropriate | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/29/2012 | |
| | Target Completion Date: | 08/15/2012 | |
| | Comments: | This task has started and continues to be implemented as a cycle of reflective practices throughout the year. | |
| | Task Completed: | 05/02/2013 | |
| | 3. Stakeholders need to be invested in the diverse goals of the plan through communication, mission building, providing a strong rationale for the actions that make up the action plan. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/29/2012 | |
| | Target Completion Date: | 10/15/2012 | |
| | Comments: | This task is aligned to the three steps of the SIG plan and continuously operating with full implementation. | |

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| | | Task Completed: | 05/02/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 5/3/2013 |
| | Experience: | | 5/3/2013 Throughout the course of the year, the principal and leadership team which includes representation from each department convenes in person at least twice each week to discuss the implementation of the transformation plan. |
| | Sustain: | | 5/3/2013 In order to sustain these efforts it is imperative that the principal and his leadership team maintain effective collaboration. |
| | Evidence: | | 5/3/2013 Weekly leadership meetings Department chair meetings Weekly instructional rounds |

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| Indicator | C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712) | | |
| Status | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | Leadership team is in place, teachers are grouped into teams that meet regularly, and the leadership team seeks the opinions of outsider teachers. However, there is no SCC and the leadership team does not spend time focusing on data -- we usually focus on operational issues. We have a clear vision, but everyone is not 100% on the roles in achieving that those goals. Update 2/13/13: The leadership team now uses and tracks data in order to build teacher capacity, achieve learning goals, and improve instruction. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All stakeholders would understand and be able to articulate a common instructional vision. You see distributive leadership among teachers, deans, and administrators. There is a coherent leadership plan, with everyone knowing what their roles are with people taking ownership outside their silo. Regular evaluations happen through formal and informal observations. Teachers would be very clear on the evaluation process. Teacher goals, school goals, and PD goals would be aligned. Teachers would be invested in the evaluation process as a result of their clarity. Through close alignment between professional development and individual/collective goals of teachers, instruction continuously improves. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Establish common goals and outcomes by grade level and a holistic vision of student outcomes, collaborating with a smaller core leadership team. Review this, along with a common instructional vision with all staff. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/29/2012 | |
| | Target Completion Date: | 07/30/2012 | |
| | Comments: | The development of common goals and outcomes for each academy was completed as they are intertwined within our data driven culture, development of teacher capacity, and shift in academics. | |
| | Task Completed: | 03/15/2013 | |
| | 2. Present common goals and vision to staff when they return during August PD | | |

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| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | We presented the common goals and vision to the staff during the first week of school, professional development week. |
| | | Task Completed: | 03/15/2013 |
| | 3. Invest parents in mission and vision for Anacostia- campaign for grade level outcomes. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 10/01/2012 |
| | | Comments: | We host monthly Principal "round-table" discussion in which we provide parents with current/updated grade level outcomes, in addition to the distribution of monthly newsletters. |
| | | Task Completed: | 03/15/2013 |
| | 4. The leadership team ██████████ will select the observation tools for informal observations of classroom instruction. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 06/15/2012 |
| | | Comments: | We use DCPS IMPACT to conduct informal and formal observation in order to build teacher capacity. Additionally the leadership team conducts weekly instructional rounds to further support our teachers practice. |
| | | Task Completed: | 03/15/2013 |
| | 5. ██████████ will norm observations among the leadership team through instructional rounds, calibrating. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 09/15/2012 |
| | | Comments: | The leadership team conducts weekly instructional rounds and calibrate feedback regarding the progress of our teachers practice. |
| | | Task Completed: | 03/15/2013 |
| | 6. Establish PD for teacher goal setting and the evaluation process. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 08/05/2012 |
| | | Comments: | We've offered a series of professional development that includes goal setting and the evaluation process. |
| | | Task Completed: | 03/15/2013 |
| | 7. Calendar out the formal and informal observations- know the frequency, set a standard for how many leadership team should do. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |

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| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | We have agreed that leadership team members will spend 75 percent of our time supporting the instructional practices and giving teachers immediate feedback. As such the number of observations both formal and informal is dictated by this leadership goal. |
| | | Task Completed: | 03/15/2013 |
| | 8. Establish regular check-ins with the teams to meet around observational feedback | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/29/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | Weekly we meet as a leadership team to conduct instructional rounds and discuss teacher feedback. This routine allows the leadership team to keep a "pulse" on the progress of our teachers. |
| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/15/2013 |
| | Experience: | | 3/15/2013 Our experience in pursuing this objective has been rewarding. Throughout the last three years the leadership team has exemplified a spirit of collaboration and commitment to the turn around work at the Academies at Anacostia. |
| | Sustain: | | 3/15/2013 In order to sustain our successes and growth and exceed our objective it will be absolutely necessary to continue a genuine collaboration between Anacostia, OSEE, and DCPS. |
| | Evidence: | | 3/15/2013 |

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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 01/11/2012 | |
| | Evidence: | We observe classrooms frequently and align PD, data talks, and coaching to those observations. | |

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 | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/11/2012 | |
| | Evidence: | Staff-based Mugs and Kisses, Teacher and Staff Member of the month, shout outs in weekly emails, hot chocolate parties -- these are all ways we give incentives for staff performance. | |

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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 | Not a priority or interest | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/11/2012 | |
| | Explain why not a Priority or Interest: | Because we do not have the authority or ability to exit people except via the DCPS process. | |
| Indicator | E05 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686) | | |
| Status | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | TAS allows teachers to set goals for student performance and work towards those goals. Coaching goals, however, are not fully aligned for professional development. There is poor communication between coaches, administrators, and teachers about what teachers are working towards. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | There is consistent communication between teachers and instructional leadership team. Teachers and leadership team will discuss the instructional program and system of evaluation prior to the beginning of the school year, and at least once quarterly throughout the year. The discussions will revolve around the areas of growth in IMPACT. They will be put in groups according to these areas. Instructional coaches will provide PD in these specific areas with their set TAS goals. There will be data talks around where students are showing growth and/or mastery within TAS goals, set at the beginning of the year. This system will be communicated in writing to staff so that expectations are clear and documented. Staff will receive frequent reminders during early morning collaboratives. Frequent communication around TAS goals and student growth between leadership team and instructional team will continue to reiterate this plan. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | | 1. Execute pre service PD where expectations are set, and continue PD through department chair and academic dean meetings around goals and expectations. | |
| | Assigned to: | [REDACTED] | |

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| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | Prior to the beginning of the school year the leadership team planned and executed pre-service professional development for all of our teachers and staff. The contents of the PD included mission and vision framing, as well as content specific supports. |
| | | Task Completed: | 03/15/2013 |
| | 2. Set PD schedule for the year. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 09/15/2012 |
| | | Comments: | Professional development for the school year was tentatively made over the summer. After teachers observations and academic trends demonstrated the leadership team developed a finalized year-log professional development series. |
| | | Task Completed: | 03/15/2013 |
| | 3. After each IMPACT cycle, instructional team will debrief with teachers around areas of growth and identify outside PD opportunities to support continued growth in areas of need. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | Instructional team debriefs with each teacher as outlined in the IMPACT guidance. During the post observation meetings the instructional leadership team members provide specific areas of improvement along with strategies and professional opportunities. |
| | | Task Completed: | 03/15/2013 |
| | 4. Weekly instructional rounds by administrative leadership team will reinforce and support goals set by leadership team for individual teachers. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | Prior to the beginning of the school year the leadership team planned and executed pre-service professional development for all of our teachers and staff. The contents of the PD included mission and vision framing, as well as content specific supports. |

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| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/15/2013 |
| | Experience: | | 3/15/2013 Teachers have been very responsive to the current system of evaluation. This positive response can be attributed to the fact that the leadership team framed our evaluation process with a teachers support focus. |
| | Sustain: | | 3/15/2013 We will continue to build a professional learning community and focus more of support and less on punitive evaluations. |
| | Evidence: | | 3/15/2013 * The leadership team discussed the purpose of the evaluation process with teachers and staff during pre-service training * The leadership team conducts pre and post observation conferences with teachers and staff to discuss areas of improvement and exemplar practices |

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| Indicator | E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688) | | |
| Status | Not a priority or interest | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/11/2012 | |
| | Explain why not a Priority or Interest: | This is a district policy over which we have no control. There is no different policy for transformation schools compared to regular schools. | |

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| Indicator | E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691) | | |
| Status | Not a priority or interest | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/11/2012 | |
| | Explain why not a Priority or Interest: | This is not something that we can control because of DCPS policy. | |

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| Indicator | D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 |
| | Evidence: | DCPS frequently assesses the IMPACT process. This is not within our purview. |

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| Indicator | D04 - The evaluation process is linked with the LEA's collective and individual professional development programs. (1677) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/04/2012 |
| | Explain why not a Priority or Interest: | Because we are a partnership school, we would have to mix two different evaluation systems. At the moment, we are focused on supporting good teaching which will naturally align to IMPACT, but it is not explicitly linked. Update 2/13/13: We have completely aligned our teacher evaluation to IMPACT as well as the districts professional development calendar and individual teacher needs. |

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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 01/11/2012 |
| | Evidence: | This is fully implemented through IMPACT. |

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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 | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | IMPACT does not really ask for support or communication. Teacher of the Year is a program where we have students, fellow teachers, and parents contribute to the process. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | There is consistent communication between teachers and instructional leadership team. Teachers and leadership team will discuss the instructional program and system of evaluation prior to the beginning of the school year, and at least once quarterly throughout the year. The discussions will revolve around the areas of growth in IMPACT. They will be put in groups according to these areas. Instructional coaches will provide PD in these specific areas with their set TAS goals. There will be data talks around where students are showing growth and/or mastery within TAS goals, set at the beginning of the year. This system will be communicated in writing to staff so that expectations are clear and documented. Staff will receive frequent reminders during early morning collaboratives. Frequent communication around TAS goals and student growth between leadership team and instructional team will continue to reiterate this plan. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Weekly instructional rounds by administrative leadership team will reinforce and support goals set by leadership team for individual teachers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 06/21/2012 | |
| | Target Completion Date: | 06/15/2013 | |
| | Comments: | Weekly instructional rounds conducted by the leadership team reinforces and supports our overall goal of providing consistent and frequent teacher feedback. | |
| | Task Completed: | 03/15/2013 | |
| | 2. After each IMPACT cycle, instructional team will debrief with teachers around areas of growth and identify outside PD opportunities to support continued growth in areas of need. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 06/21/2012 | |
| | Target Completion Date: | 06/15/2013 | |

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| | | Comments: | Instructional team debriefs with each teacher as outlined in the IMPACT guidance. During the post observation meetings the instructional leadership team members provide specific areas of improvement along with strategies and professional opportunities. |
| | | Task Completed: | 03/15/2013 |
| | 3. Set PD Schedule for the year. | | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 09/15/2013 |
| | | Comments: | Professional development for the school year was tentatively made over the summer. After teachers observations and academic trends demonstrated the leadership team developed a finalized year-log professional development series. |
| | | Task Completed: | 03/15/2013 |
| | 4. Execute pre service PD where expectations are set, and continue PD through department chair and academic dean meetings around goals and expectations. | | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | Prior to the beginning of the school year the leadership team planned and executed pre-service professional development for all of our teachers and staff. The contents of the PD included mission and vision framing, as well as content specific supports. |
| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/15/2013 |
| | Experience: | | 3/15/2013 The response from stakeholders (parents, community members, faith-based community) has been positive. I believe that with these continued efforts we will attain our academic and school-wide goals. |
| | Sustain: | | 3/15/2013 Continued outreach from the schools leadership and teachers will be necessary to sustain our efforts and continue to exceed our objective. |
| | Evidence: | | 3/15/2013 * Weekly communication via a school-wide bulletin * Weekly connect-ed calls * Monthly Newsletter |

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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 | Not a priority or interest | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/11/2012 | |

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| | Explain why not a Priority or Interest: | This is not in our control; there is not help provided. In fact, sometimes the district makes it more difficult to dismiss low performers. :) |
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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 | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/11/2012 |
| | Evidence: | We assess the needs of teachers and provide whole-staff development to areas that are needed by the whole staff. When different PD is required, we offer differentiated options and provide some teacher choice. Individual coaching targets individual teachers' strengths and weaknesses. |

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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 | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | We do not have a specific induction program for first year teachers, but individual coaching for first year teachers was a priority in the beginning of the year. This could be expanded to provide a structured program for new teachers. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | On a bi-weekly basis, new teachers would have targeted, specific professional development to support them. Anacostia would also pair new teachers with mentors to support their practice. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Identify mentor teachers based on IMPACT scores and invite them to participate. APs would collect data for their teachers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 06/01/2012 | |
| | Comments: | Mentor teachers have been selected based on IMPACT scores and participate in learning walks and informal observations with their assigned colleagues. Assistant Principals collect data on their assigned teachers in order to provide individualized support. | |
| | Task Completed: | 03/15/2013 | |

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| | | 2. Execute an orientation and training for mentor teachers who are selected. |
| | | Assigned to: [REDACTED] |
| | | Added date: 02/29/2012 |
| | | Target Completion Date: 06/14/2012 |
| | | Comments: The leadership discussed expectations aligned to the DCPS IMPACT teaching and learning framework. |
| | | Task Completed: 03/15/2013 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 3/15/2013 |
| | Experience: | 3/15/2013 The school offered a separate induction training and orientation around the expectations of teachers. In addition novice teachers were paired with mentor teachers and an academic and instructional coach. |
| | Sustain: | 3/15/2013 To continue to pair new teachers with effective veteran teachers and instructional leadership team. To solicit feedback from new teachers about their experiences. |
| | Evidence: | 3/15/2013 * Learning -Walks * Peer observations at other schools * Peer to peer observations at school |

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| Indicator | F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694) | | |
| Status | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 03/15/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | We do align PD to teacher evaluation, but we are not completely aligned to student performance. There is some PD offered in data talks for departments based on student performance, but that does not always translate to structured PD targeting student weaknesses. Teachers are made aware of outside PD opportunities through various communication channels. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | We have a comprehensive assessment that guides where students need to be at each grade level, and specifically targets student performance. We then provide the intervention and training/PD that speaks to those student weaknesses. Everything is aligned to what students actually need: PD, after school support, and skills and knowledge students actually possess. | |
| | Target Date: | 06/01/2013 | |
| | Tasks: | | |
| | 1. Select a comprehensive assessment that is aligned to grade level outcomes for students. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/01/2013 | |
| | Comments: | We use district created standardized assessments, and teacher-made interim assessments. | |
| | Task Completed: | 03/15/2013 | |
| | 2. Train teachers in how to use diagnostics, pre and post assessments, to assess student areas of weakness. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 06/13/2013 | |
| | Comments: | Professional development was provided in order to train teachers how to use data to drive instruction based. | |
| | Task Completed: | 03/15/2013 | |
| | 3. Choose professional development based on areas of student weakness. | | |
| | Assigned to: | [REDACTED] | |

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| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 06/13/2013 |
| | | Comments: | We start by analyzing Lexile scores in order to identify students reading levels. Students develop individual goal-setting based on reading levels and monitor their progress with English teachers. |
| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/15/2013 |
| | Experience: | | 3/15/2013 All of our professional development is differentiated by teacher content area and students academic outcome. |
| | Sustain: | | 3/15/2013 Continued observations of teachers and leadership decision that are based on student academic achievement. |
| | Evidence: | | 3/15/2013 *Student individualized goal-setting progress reports *Teachers daily lesson plans contains evidence of re-teaching, and differentiated instruction |

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| Indicator | F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695) | | |
| Status | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | Core-content teachers are receiving quality, job-embedded PD. The rest of the staff, however, do not get the same kind of support and development. The quality of outside PD (which is available from DCPS) is of fairly low quality. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Teachers will use data trackers to assess what they are teaching well and how they need to grow. The trackers will specifically target actionable data, meaning data tracked will be data that can be improved upon as teaching strategies improve. In this way, data talks will be a critical piece of Anacostia's job-embedded, differentiated PD. The data talks will provide for goal setting around student data. Additionally, Anacostia leadership continues to set goals with teachers based on IMPACT data, and to provide differentiated PD based on these. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Plan differentiated training for staff based on staff comfort level with their data tracker. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 08/15/2012 | |
| | Comments: | Small-group training is offered weekly during data-meeting. In addition, we offer compensated individualized professional development. | |
| | Task Completed: | 03/15/2013 | |
| | 2. Teachers will set goals around areas needed for growth, and how they would like to receive support (coaching, co-teaching etc.). | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 09/10/2012 | |
| | Comments: | We use immediate teacher feedback based on teacher surveys and exit slips from professional development activities. In addition, teachers have the ability to build on their individual goals based on observational feedback. | |
| | Task Completed: | 03/15/2013 | |

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| | | 3. APs, under the instructional lead of the principal, would provide feedback to teachers targeted towards the teachers' areas of growth (as outlined by the teachers themselves). Instructional rounds would continue with this focus. |
| | Assigned to: | ██████████ |
| | Added date: | 03/20/2012 |
| | Target Completion Date: | 09/20/2012 |
| | Comments: | Assistant Principals provide teachers with targeted teaching strategies that improve their pedagogy practice. In addition APs conduct instructional rounds to further support teachers areas of growth. |
| | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 3/15/2013 |
| | Experience: | 3/15/2013 Because the leadership team has maintained an eagle-eye focus on differentiated supports for faculty and staff, we have tailored our professional development based on individual adult needs. |
| | Sustain: | 3/15/2013 In order to sustain our efforts we will continue to offer professional development opportunities based on teachers/staff daily practices. |
| | Evidence: | 3/15/2013 * We have copious documentation of bi-weekly professional development |

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| Indicator | F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698) | | |
| Status | Objective Met 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 03/15/2013 | |
| | 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: | Individual coaching allows us to collect individual data before and after coaching, which allows us to see if practice has changed. However, we do not monitor the extent to which whole-staff PD changes practice. | |
| Plan | Assigned to: | ██████████ | |
| | How it will look when fully met: | PD would be aligned to school goals and curriculum. It would be reflective of student and teacher areas of growth. | |
| | Target Date: | 06/01/2013 | |
| | Tasks: | | |

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| | 1. Review IMPACT data from teachers to see what areas of growth need support and development. |
| | Assigned to: [REDACTED] |
| | Added date: 02/29/2012 |
| | Target Completion Date: 09/01/2012 |
| | Comments: The principal and assistant principals provide post-observational feedback to support and sustain teacher development. In addition academic deans are provide with an outline of identified areas of growth for specified teachers. |
| | Task Completed: 03/15/2013 |
| | 2. Execute professional development around diagnostics. |
| | Assigned to: [REDACTED] |
| | Added date: 02/29/2012 |
| | Target Completion Date: 06/01/2013 |
| | Comments: This years professional development was based on the academic/professional needs of both students and teachers. |
| | Task Completed: 03/15/2013 |
| | 3. Use instructional rounds, observations, student interim and DC CAS scores to set PD goals for the year. |
| | Assigned to: [REDACTED] |
| | Added date: 02/29/2012 |
| | Target Completion Date: 10/01/2012 |
| | Comments: After analyzing the DC-CAS data, student achievement goals and implementation plans were set to guide our practice in achieving higher student achievement scores. In addition observations were conducted to determine professional needs of teachers. |
| | Task Completed: 03/15/2013 |
| Implement | Percent Task Complete: |
| | Objective Met: 3/15/2013 |
| | Experience: 3/15/2013 As a result of the professional development opportunities the schools leadership offers teachers, 95% of our classrooms exemplify data driven and student centered pedagogy. |
| | Sustain: 3/15/2013 In order to sustain this practice it is imperative that professional development opportunities both in and out of the district are made available to teachers and staff. |
| | Evidence: 3/15/2013 * The change in the level of student investment in their own academic pursuits has increase astronomically |

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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 | Full Implementation |

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| Assessment | Level of Development: | Initial: Full Implementation 01/11/2012 |
| | Evidence: | Our PD is aligned to classroom observations (completed at least weekly with the entire leadership team). We have structured and unstructured peer observation opportunities which teachers enjoy. |

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** 6/24/2013

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| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 |
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| | | Objective Met - 06/24/2013 |
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| Index: | 2 | (Priority Score x Opportunity Score) |
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| Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
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| Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
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| Describe current level of development: | The DCPS recruitment process is improving, but we do not always get the best of the best. Retention programs are working for some, but we still have fairly high turnover. | |
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| Plan | Assigned to: |  |
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| | How it will look when fully met: | The instructional leadership team ensures that there is a thorough vetting process, including teacher interviews with the leadership, and a committee, observation in action (mini lesson or visit to the schools), and teachers meet with students. In order to retain teachers, Anacostia provides specific support that includes differentiated PD, promotional opportunities, and incentivizes teachers (teacher of the month recognition, staff person of the month, etc.). |
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| | Target Date: | 06/15/2013 |
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Tasks:

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| | 1. Advertise the school's accomplishments and celebrations to attract good teachers. | |
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| | Assigned to: |  |
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| | Added date: | 06/21/2012 |
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| | Target Completion Date: | 06/15/2013 |
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| | Comments: | Through the school website, facebook, twitter, and local hiring/transfer fairs we have advertised and highlighted highly qualified and accomplished teachers. This continues to be an ongoing process as we strive to retain our teachers and staff. |
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| | Task Completed: | 06/03/2013 |
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| | 2. Identify strong potential staff through various different sources including job fairs (DCPS and Friendship), exploring local teacher programs, referrals through current staff members, professional networks. | |
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| | Added date: | 06/21/2012 |
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| | Target Completion Date: | 06/15/2013 |
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| | | Comments: | We consistently identify potential staff members by attending numerous job fairs, hosted by DCPS and Teach for America (TFA). In addition, we employ our highly qualified teachers to assist in good old fashion "word of mouth." |
| | | Task Completed: | 06/03/2013 |
| | | 3. In order to retain teachers, provide frequent and consistent support through feedback. Support includes both inside and outside of classroom support in order to ensure teachers have tools necessary to be effective educators. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | We provide frequent support through weekly instructional rounds, conducted by the academic leadership team. Professional development is provided for teachers based on identified teaching and learning needs. In addition, we put teachers on a "cycled" coaching plan based on individual observations. |
| | | Task Completed: | 06/03/2013 |
| | | 4. During pre service training, outline the various incentive systems, including teacher of the month. Continue to message this system throughout the year in the weekly bulletins. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 06/21/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | As it is customary, each staff/faculty meeting starts with celebrations that spotlight teachers achievement. Weekly bulletins highlight both staff and teacher of the month to include a parking space. In addition we've hosted: ice cream social, gift certificates, complementary breakfast, etc. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 6/24/2013 |
| | Experience: | | 6/24/2013 We have through teachers recruitment process where teachers are required to conduct demonstration lessons and interview before a panel of leaders and teachers. |
| | Sustain: | | 6/24/2013 In order for use to meet this objective it is important that we that advertise what is expected of potential teachers. |
| | Evidence: | | 6/24/2013 Our teacher retention rate has proceeds 80% . |

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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 | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/11/2012 |
| | Evidence: | There is a set of systems and procedures (the quality of which is not always consistent) through DCPS' HR, IMPACT programs. |

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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 01/11/2012 | |
| | Evidence: | All teachers have planning time with their content-level teams. Teachers are encouraged to work collaboratively within those times. | |
| 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 6/26/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 06/26/2013 | |
| | 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: | Many teachers are providing instruction with a variety of modes, with mixed success. Not all attempts are sound, and there are some teachers who focus on only one instructional style. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All teachers will have a data tracker that will be set up with a common template across all content areas. All teachers will use these trackers with fidelity. The data trackers are examined across content-level teams to decide on long term and unit plans, based on standards. Daily lessons would continue to adapt, based on student need, with particular consideration for their learning modalities. All teachers would give common assessments, track them, and make decisions about reteaching so that students would master the standards. Activities would be differentiated, standards based, and based on the standards being taught or re-taught. Teachers will respond to diverse teaching modalities through their Pedeia and Socratic teaching methods. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Based on the results of the data tracker, during data talks, teachers will action plan around teaching strategies for particular objectives in response to students' diverse learning modalities, | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 09/15/2012 | |

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| | | Comments: | Teachers are allowed common planning period to review teaching strategies that will be cohesive to the learning environment. Teachers work during professional development on cross-curriculum planning to and differentiated instruction. Each lesson plan was reviewed and evaluated by academic team and their peers. This allows for varied teaching styles to address all modalities. |
| | | Task Completed: | 06/03/2013 |
| | | 2. Teachers will attend Pedea/Socratic Seminar training. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 04/01/2012 |
| | | Comments: | Teachers attended common planning period professional development to review teaching strategies that were cohesive to all learning styles. Teachers work during professional development on cross- curriculum planning to and differentiated instruction. Each lesson plan was reviewed and evaluated by academic team and their peers. This allowed for varied teaching styles to address all modalities. |
| | | Task Completed: | 06/03/2013 |
| | | 3. Teachers will implement the Pedea/Socratic Seminar in their courses. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 06/15/2012 |
| | | Comments: | Teachers work during professional development on cross-curriculum planning to and differentiated instruction. Each lesson plan was reviewed and evaluated by academic team and their peers. This allows for varied teaching styles to address all modalities. |
| | | Task Completed: | 06/26/2013 |
| | | 4. Teachers who implement the Pedea/Socratic seminar will videotape each other for staff development, and debrief about how this worked in class. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 04/01/2012 |
| | | Comments: | Teachers had a data tracker that will be set up with a common template across all content areas. Teachers use these trackers with fidelity. The data trackers are examined across content-level teams to decide on long term and unit plans, based on standards. Daily lessons would continue to adapt, based on student need, with particular consideration for their learning modalities. Teacher observed each others classroom and provided feedback. All teachers would give common assessments, track them, and make decisions about reteaching so that students would master the standards. Activities would be differentiated, standards based, and based on the standards being taught or re-taught. |
| | | Task Completed: | 06/03/2013 |

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| | | 5. Based on the train the trainer model, staff who did not attend training would use the Pedeia/Socratic seminar methods learned in their own instruction. |
| | | Assigned to: [REDACTED] |
| | | Added date: 03/20/2012 |
| | | Target Completion Date: 06/15/2013 |
| | | Comments: Teachers were referred to outside professional development presented by the district and teacher planning boot camp which was provided after school by the academic team. |
| | | Task Completed: 06/03/2013 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 6/26/2013 |
| | Experience: | 6/26/2013 The leadership team through weekly instructional observations ensures and reinforces sound pedagogical practices. Evidence that this objective has been met relies on the fact that teachers throughout the building has demonstrated a variety of differentiated practices. |
| | Sustain: | 6/26/2013 It is imperative that the instructional leadership team maintains the practices of observing, and evaluating teacher frequently. |
| | Evidence: | 6/26/2013 The evidence that this objective has been fully implemented lies, in the fact that teachers and schools leadership collaborates weekly to continually improve the teachers practices. |

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| Indicator | K01 - All teachers demonstrate sound homework practices and communication with parents. (1720) | | |
| Status | Objective Met 7/10/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 07/10/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | At the moment, many teachers are demonstrating sound homework practices and are communicating it with parents. Overall, parental engagement has to continue to improve for this piece to work. We also need a structural means for establishing and communicating homework with parents. Collectively, the only communication that we really have right now are about attendance; we'd like to move towards more types of communication with parents about work, performance, etc. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Anacostia would have a platform whereby both teachers, parents, and students have access to grades and homework. Parents would use this frequently to communicate with their student's teachers, and vice versa. Anacostia would continue using ConnectEd and newsletters from academies. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Pilot systems with teachers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 11/20/2012 | |
| | Comments: | During this pilot, all stakeholders (teachers, parents, and students) had access to Jupiter, a software for behavior and instructional data. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Choose the system based on staff feedback, and provide PD around this use. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 03/15/2013 | |
| | Comments: | Professional development was provided during pre-service for Jupiter training. We collected teachers feedback both informally and formally in order to evaluate the new program. | |
| | Task Completed: | 06/03/2013 | |
| | 3. Reach out to parents to inform them of how to use new system. | | |
| | Assigned to: | [REDACTED] | |

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| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 05/15/2013 |
| | | Comments: | Parents recieved communication on a school-level as well as from individual teachers. Additionally, teachers provided parents with update information about the use and operation of the system, along with school-wide Junpiter parent training. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/10/2013 |
| | Experience: | | 7/10/2013 The instructional leadership team will continue to support the school-wide policy that requires teachers to assign homework at least three times weekly. The policy will direct teachers to grade, record the grade, and provide students with timely feedback. |
| | Sustain: | | 7/10/2013 In order for must to continue to meet this objective, the Instructional Leadership Team will continue to support the school-wide policy that requires teachers to assign homework at least three times weekly. The policy will direct teachers to grade, record the grade, and provide students with timely feedback. |
| | Evidence: | | 7/10/2013 During the school year, teachers have consistently assigned homework at least three times weekly. The teachers consistently followed policy to grade, record the grade, and provide students with timely feedback. |

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) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 |
| | Evidence: | We have a large after-school program funded with donations and grants. Some teachers have adjusted schedules to come late and stay late. We offer ECR to all students who need credit recovery. |

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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 6/26/2013 | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/11/2012 | |
| | | Objective Met - 06/26/2013 | |
| | | Will include in plan | |
| | 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: | Many teachers are keeping track of student performance data, and some are attempting to to adjust their plans with it. However, there are no teachers who are successfully making adjustments to curriculum based on student mastery. In order to accomplish this, we would need a curriculum consultant to guide this and would have to have a curriculum institute over the summer for teachers. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All teachers will have a data tracker that will be set up with a common template across all content areas. All teachers will use these trackers with fidelity. The data trackers are examined across content-level teams to decide on long term and unit plans, based on standards. Daily lessons would continue to adapt, based on student need. All teachers would give common assessments, track them, and make decisions about reteaching so that students would master the standards. Activities would be standards based, and based on the standards being taught or re-taught. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Create consensus with departments teams around the common data points they are going to track on the data trackers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 10/15/2012 | |
| | Comments: | We conduct weekly data meetings with each department. During these data meetings, the academic deans and department chairs discuss specific standards with teachers to identify areas of re-teach as well as areas of proficiency/advanced levels. Teachers are required to implement those reteach standards in their lessons along with supporting data that demonstrates learning. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Communicate clear expectations to all teachers that data trackers should be used. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 09/15/2012 | |

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| | | Comments: | Teachers were provided an outline of expectations during pre-service as well as in the faculty handbook. Additionally teachers are provided weekly support as it relates to data. |
| | | Task Completed: | 06/03/2013 |
| | | 3. Provide support to teachers in helping them learn how to use the data trackers. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | Teachers were provided professional development specific that honed in on understanding and utilizing data-trackers during pre-service as well as throughout the school year. Additionally, teachers are provided individualized support as needed. |
| | | Task Completed: | 06/03/2013 |
| | | 4. Create time in weekly data talks to monitor and analyze the data that teachers are collecting using the trackers. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 09/15/2012 |
| | | Comments: | During weekly data talks the academic leadership team partners with content teachers in a manner that allows all stakeholders to assess standards that students did not meet. Data talks are extended to after-school hours when appropriate. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 6/26/2013 |
| | Experience: | | 6/26/2013 Teachers are encouraged to utilize student level data to guide their pedagogical practices. Leadership team members monitor the use of the trackers daily. |
| | Sustain: | | 6/26/2013 Teachers are encouraged to utilize student level data to guide their pedagogical practices. Leadership team members monitor the use of the trackers daily. |
| | Evidence: | | 6/26/2013 Teachers use of the data trackers to guide their instructional practices has resulted in increase achievement by students. |

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| Indicator | I05 - All teachers employ effective classroom management. (1721) | | |
| Status | Objective Met 7/9/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 07/09/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | There are very few teachers who challenge misbehavior and still have the management skills necessary to keep the class on track. This is a major area of development. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Anacostia will have consistent practices across grade levels, and specific/consistent school-wide practices implemented across grade levels to effectively manage classrooms. Teachers will know which issues should be handled in their classrooms, and which ones require the aid of an administrator. Teachers will use this knowledge to guide their decisions. | |
| | Target Date: | 06/10/2013 | |
| | Tasks: | | |
| | 1. Review the data around discipline and culture to look for school-wide and classroom trends. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/30/2012 | |
| | Comments: | Teachers will be implementing the behavioral ladder to ensure with proper classroom management. Teacher had professional developments hosted by the academic team and behavioral deans to ensure effective management. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Have a close-out PD with returning teachers based on the data. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/30/2012 | |
| | Comments: | Teachers need classroom management PD around specific areas of weakness before they leave for the summer. | |
| | Task Completed: | 06/03/2013 | |
| | 3. Have differentiated PD around classroom management needs, for both novice and experienced teachers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 08/15/2012 | |

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| | | Comments: | Teachers will be implementing the behavioral ladder to ensure with proper classroom management. Teacher had professional developments hosted by the academic team and behavioral deans to ensure effective management. Teachers also observed thier peers and offered feedback on effective classroom management. |
| | | Task Completed: | 06/03/2013 |
| | 4. Continue to integrate the classroom management data talks into the data cycle. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/28/2012 |
| | | Target Completion Date: | 06/03/2013 |
| | | Comments: | Teachers will be implementing the behavioral ladder to ensure with proper classroom management. Teacher had professional developments hosted by the academic team and behavioral deans to ensure effective management. |
| | | Task Completed: | 06/03/2013 |
| | 5. Align the coaching cycle and the morning collaboratives to classroom management needs. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/28/2012 |
| | | Target Completion Date: | 06/03/2013 |
| | | Frequency: | twice weekly |
| | | Comments: | Teachers will be implementing the behavioral ladder to ensure with proper classroom management. Teacher had professional developments hosted by the academic team and behavioral deans to ensure effective management. |
| | | Task Completed: | 06/03/2013 |
| | 6. Teachers will be implementing the behavioral ladder to ensure with proper classroom management. Teacher had professional developments hosted by the academic team and behavioral deans to ensure effective management. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 06/26/2013 |
| | | Target Completion Date: | 06/03/2013 |
| | | Comments: | Our teachers continously implement the behavior ladder with fidelity that assist in maintaining effective classroom management. Teachers received professional development specific to classroom management at the start of the school year. |

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| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/9/2013 |
| | Experience: | | 7/9/2013 During my observations, teachers who struggled initially have demonstrated improvement with classroom management. This is reviled by the fact that their has a been a significant reduction in behavioral incidents and improvements in academic outcomes. |
| | Sustain: | | 7/9/2013 During the course of the year it is imperative that we create opportunities of professional development and capacity building for our teachers. |
| | Evidence: | | 7/9/2013 During my observations, teachers who struggled initially have demonstrated improvement with classroom management. This is reviled by the fact that their has a been a significant reduction in behavioral incidents and improvements in academic outcomes. |

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| Indicator | F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/11/2012 | |
| | Evidence: | We provide multiple opportunities a week for collaboration and active learning. | |

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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 7/9/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 07/09/2013 | |
| | 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: | We are moving towards more professional development with regards to successfully using the 85 minute block. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Anacostia utilizes various programs to maximize and increase learning time. These include online programs, such as Apangea, Achieve 3000, during the instructional day and for two hours beyond the end of the school day, Monday through Thursday. Summer Bridge will be available to 9th graders. One of the foci of PD will be increasing the effectiveness of the 85 minute block. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. PD will be provided around using the technology (software and prometean). This will be done during pre service training. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 06/21/2012 | |
| | Target Completion Date: | 09/10/2012 | |
| | Comments: | Professional development continues to be provided to all staff as appropriate. Teachers with an expert level of technology provide in-house technology training. Additionally training hosted by prometean representatives was offered to our teachers as well. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Assign a staff person to facilitate the extended day learning opportunities. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 06/21/2012 | |
| | Target Completion Date: | 09/01/2012 | |
| | Comments: | Our 9th grade coordinator served as a point of contact for extended day learning oppourtunities. [REDACTED] provided direct and update information to best assist our students and teachers coupled with the support of [REDACTED]; our technology support point of contact. | |

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| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/9/2013 |
| | Experience: | | 7/9/2013 During the year the school utilized various programs to maximize and increase learning time. These included online programs, such as Think Through Math, and Apex, during the instructional day. We implemented Saturday school for the DCAS testing cohort, and implemented instruction during advisory classes. Summer Bridge was mandatory for 9th graders. One of our focuses of PD will be increasing the effectiveness of the 85 minute block. |
| | Sustain: | | 7/9/2013 We will continue to included online programs, such as Think Through Math, Achieve 3000, and Apangea, during the instructional day. We implemented Saturday School for the DCAS testing cohort, and implemented instruction during advisory classes. Summer Bridge was mandatory for 9th graders. One of our focuses of PD will be increasing the effectiveness of the 85 minute block. |
| | Evidence: | | 7/9/2013 During the school year 2012-2013 extended learning opportunities at Anacostia included Saturday Academy and after school interventions. |

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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 01/04/2012 | |
| | Evidence: | Our OST coordinator works with DC Achievers program and interacts with Friendship to support extended learning. We have a partnership with Georgetown to provide health care and psychological services. American University provides law courses. | |
| 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 | Objective Met 6/26/2013 | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/04/2012 | |
| | | Objective Met - 06/26/2013 | |
| | | Will include in plan | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | We have lots of PD around general teaching, but not to specifically target extended learning opportunities. APEX, Twilight, DC-Achievers -- these are all programs for which we have not provided any targeted PD. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Anacostia would have a designated person in charge of the extended learning classes to ensure that proper PD is being addressed. This person would conduct regular observations, and collect student-level data around achievement. This person would be more of an extended learning coach. The classes would include a diagnostic component at beginning and end of course to check for progress. This person would ensure that the class is more of a hybrid for APEX and live teaching. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | | 1. Clearly define the role and responsibilities for the extended learning coordinator/coach. | |
| | | Assigned to: | [REDACTED] |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 06/01/2012 |
| | | Comments: | The Extended Learning Coordinator is responsible for creating and supporting the academic programs that serves students outside of the regular school day. The Extended Learning Coordinator serves as the liason between the teachers in the extended program and the school's principal. |

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| | | Task Completed: | 06/03/2013 |
| | | 2. During the summer, analyze transcripts from APEX and ECR, attendance data, and other transcript data, to identify student strengths and weaknesses. This would be done by the coordinator. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 07/15/2012 |
| | | Comments: | The task of analyzing APEX and other ECR responsibilities is done regularly and with fidelity by the Coordinator. |
| | | Task Completed: | 06/03/2013 |
| | | 3. The coordinator would need to work with instructional coaches to coordinate PD between the whole school and the APEX teachers. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 08/31/2013 |
| | | Comments: | The coordinator works collaboratively with the school's leadership to make sure that teachers have exposure to professional development. |
| | | Task Completed: | 06/03/2013 |
| | | 4. Coordinator would observe classrooms and look at student data (including attendance) to gauge learning progress, and target PD in areas necessary. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | Coordinator observes classrooms and supports teachers with their instructional program to maximize student learning. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 6/26/2013 |
| | Experience: | | 6/26/2013 The school's instructional priority is to provide extended learning opportunities for every student. The instructional leadership team monitors (using current data) the enrollment and attendance by students. |
| | Sustain: | | 6/26/2013 The school's instructional priority is to provide extended learning opportunities for every student. The instructional leadership team monitors (using current data) the enrollment and attendance by students. |
| | Evidence: | | 6/26/2013 The data that is kept by the leadership team. The data that is maintained by the teaching teams. |

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 | Objective Met 6/26/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 06/26/2013 | |
| | 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: | Not all teachers work in teams on lessons. There are pockets of this type of work that we are in the process of developing and then holding up as a model. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All teachers will have a data tracker that will be set up with a common template across all content areas. All teachers will use these trackers with fidelity. The data trackers are examined across content-level teams to collaborate on long term and unit plans, based on standards. Daily lessons would continue to adapt, based on student need. All teachers would give common assessments, track them, and make decisions about reteaching so that students would master the standards. Activities would be standards based, and based on the standards being taught or re-taught. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Create consensus with departments teams around the common data points (around standards) that they are going to track on the data trackers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 10/15/2012 | |
| | Comments: | We conduct weekly data meetings with each department. During these data meetings, the academic deans and department chairs discuss specific standards with teachers to identify areas of re-teach as well as areas of proficiency/advanced levels. Teachers are required to implement those reteach standards in their lessons along with supporting data that demonstrates learning. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Communicate clear expectations to all teachers that data trackers should be used. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 09/15/2012 | |

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| | | Comments: | Teachers were provided an outline of expectations during pre-service as well as in the faculty handbook. Additionally teachers are provided weekly support as it relates to data. |
| | | Task Completed: | 06/03/2013 |
| | 3. Provide support to teachers in helping them learn how to use the data trackers. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | The academic leadership team provides ongoing support and structure for teachers in order for teachers to conduct data meetings. Also, we provided support to all teachers during pre-service as well as ongoing bi-weekly professional development. |
| | | Task Completed: | 06/03/2013 |
| | 4. Set aside time in weekly data talks to monitor and analyze data in order to differentiate and align lessons and learning activities with state standards, by way of the data tracker. | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 09/15/2012 |
| | | Comments: | During weekly data talks the academic leadership team partners with content teachers in a manner that allows all stakeholders to assess standards that students did not meet. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 6/26/2013 |
| | Experience: | | 6/26/2013 The instructional leadership team works with teachers daily to reiterate the importance of utilizing student level data to guide their pedagogical practice. The members of the leadership meet with teachers weekly to review their trackers. |
| | Sustain: | | 6/26/2013 The instructional leadership team works with teachers daily to reiterate the importance of utilizing student level data to guide their pedagogical practice. The members of the leadership meet with teachers weekly to review their trackers. |
| | Evidence: | | 6/26/2013 There are scheduled weekly meetings between the instructional leaders and teachers. Instructional leadership team members review teacher and student level data weekly. |

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| Indicator | I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716) | | |
| Status | Objective Met 7/9/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/11/2012 | |
| | | Objective Met - 07/09/2013 | |
| | 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: | Teachers are trying to align learning activities and standards (with mixed success) and are attempting to differentiate within those learning activities. We do not yet have standards that are aligned to an end-of-course summative assessment. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | All teachers will have a data tracker that will be set up with a common template across all content areas. All teachers will use these trackers with fidelity. The data trackers are examined across content-level teams to decide on long term and unit plans, based on standards. Daily lessons and learning activities would continue to adapt, based on student need. All teachers would work in content teams to give common assessments, track them, and make decisions about reteaching so that students would master the standards. Activities would be standards based, and based on the standards being taught or re-taught. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Create consensus with department teams around the common data points they are going to track. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 10/15/2012 | |
| | Comments: | We conduct weekly data meetings with each department. During these data meetings, the academic deans and department chairs discuss specific standards with teachers to identify areas of re-teach as well as areas of proficiency/advanced levels. Teachers are required to implement those reteach standards in their lessons along with supporting data that demonstrates learning. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Communicate clear expectations to staff around the use of data trackers. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/20/2012 | |
| | Target Completion Date: | 09/15/2012 | |

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| | | Comments: | Teachers were provided an outline of expectations during pre-service as well as in the faculty handbook. Additionally teachers were provided weekly support as it relates to data. |
| | | Task Completed: | 06/03/2013 |
| | | 3. Provide support to staff in helping them learn how to use data trackers. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 08/15/2012 |
| | | Comments: | Teachers were provided professional development specific that honed in on understanding and utilizing data-trackers during pre-service as well as throughout the school year. Additionally, teachers are provided individualized support as needed. |
| | | Task Completed: | 06/03/2013 |
| | | 4. Set aside time in weekly data talks to monitor and analyze data in order to differentiate and align lessons and learning activities with state standards, by way of the data tracker. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 03/20/2012 |
| | | Target Completion Date: | 09/15/2012 |
| | | Comments: | During summer planning, the academic leadership team created a calendar to include: standardized testing (ANet, PIA's, Interim Assessments, and Gates MacGignite) along with a re-teach window. Our weekly data talks the academic leadership team partners with content teachers in a manner that allows all stakeholders to assess standards that students did not meet. Data talks are extended to after-school hours when appropriate. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/9/2013 |
| | Experience: | | 7/9/2013 All of our teachers meet with content area, and instructional teams weekly to make sure that there is constant alignment between the curriculum and standards. |
| | Sustain: | | 7/9/2013 The instructional leadership team will continue to observe, provide feedback to , build capacity in teachers throughout the year. |
| | Evidence: | | 7/9/2013 During weekly content area meetings an agenda with specific outcomes is kept. |

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| Indicator | H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/11/2012 |
| | Evidence: | Teachers give assessments at least weekly; interim assessments are vetted for alignment to standards by department chairs and coaches. |

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 7/10/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 07/10/2013 | |
| | Index: | 4 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | We have made some progress collecting data on our students (both DC-CAS testers and non-testers) who are in the Twilight / APEX students. We do not currently have clear structures to collect and compare data who are in extended learning programs to students who are not in extended learning programs. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Anacostia would have a designated person in charge of the extended learning classes to ensure that proper PD is being addressed. This person would conduct regular observations, and collect student-level data around achievement. This person would be more of an extended learning coach. The classes would include a diagnostic component at beginning and end of course to check for progress. This person would ensure that the class is more of a hybrid for APEX and live teaching. | |
| | Target Date: | 06/15/2012 | |
| | Tasks: | | |
| | 1. Clearly define the role of the extended learning coordinator to include monitoring progress of opportunities and use data to inform modifications. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 06/15/2012 | |
| | Comments: | The Extended Learning Coordinator is the administrator of all extended learning opportunities in the school. | |
| | Task Completed: | 06/03/2013 | |
| | 2. The coordinator will analyze data from ECR, APEX and attendance to identify areas of student strength and weaknesses. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 07/15/2012 | |

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| | | Comments: | The task of analyzing APEX and other ECR responsibilities is done regularly and with fidelity by the Coordinator. |
| | | Task Completed: | 06/03/2013 |
| | 3. The coordinator will work with coaches to align APEX professional development with the professional development plans for the whole school. | | |
| | | Assigned to: | |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 08/31/2012 |
| | | Comments: | The Extended Learning Coordinator is responsible for creating and supporting the academic programs that serves students outside of the regular school day. The Extended Learning Coordinator serves as the liason between the teachers in the extended program and the school's principal. |
| | | Task Completed: | 06/03/2013 |
| | 4. The coordinator will continually gauge progress of classes through data analysis and observations in order to make adjustments as needed. | | |
| | | Assigned to: | |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | Coordinator observes classrooms and supports teachers with their instructional program to maximize student learning. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/10/2013 |
| | Experience: | | 7/10/2013 During the implementation of our extended learning program, the teachers and leadership team gathered copious data, and utilized the said data to provide interventions for all of our students. |
| | Sustain: | | 7/10/2013 It is absolutely necessary that the instructional leadership team provide weekly monitoring to ensure that implementation of our extended learning program, the teachers and leadership team continue to gather copious data, and utilized the said data to provide interventions for all of our students. |
| | Evidence: | | 7/10/2013 The evidence that this objective has been fully implemented is the fact that we continue to see increased enrollment and incremental academic achievement amongst our students. |

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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 3/15/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 03/15/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | We have a lot of data, but we don't always act on that data. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Anacostia will have a clear data cycle. This will include both academic data and data around culture. Data will be used to drive all instructional and operational practices. The principal will have a clear vehicle for sharing this data with the leadership team, faculty, staff, parents, and students, and the community at large. | |
| | Target Date: | 06/01/2013 | |
| | Tasks: | | |
| | 1. Solidify the data cycle, aligning it to PD and the learning cycles at Anacostia. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/25/2012 | |
| | Comments: | Our instruction operates using a data driven instruction calendar; communicated to the teachers and staff at the start of the year. | |
| | Task Completed: | 09/05/2012 | |
| | 2. The Principal will communicate through newsletters and visits the goals of the school and progress towards goals. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/01/2013 | |
| | Comments: | This is completed consisting of monthly newsletter to all parents. | |
| | Task Completed: | 03/15/2013 | |
| | 3. Align budget and resources to the needs of the school based on data. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 08/01/2012 | |

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| | | Comments: | As a leadership team we have utilized both quantitative and qualitative data from the past three years to guide our instructional and operational decision making. However we have limited funds that allows us to meet the needs of all our initiatives. |
| | | Task Completed: | 03/15/2013 |
| | | 4. Revisions to the curriculum will be made based on data analysis. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 08/01/2013 |
| | | Comments: | Ongoing revisions are made to the curriculum based on assessments. Specifically teachers are spiraling and or "re-teaching" standards that show deficiency. |
| | | Task Completed: | 03/15/2013 |
| | | 5. Provide PD opportunities from all staff, instructional and support, to improve practice. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 06/01/2013 |
| | | Comments: | We provide bi-weekly professional development based upon instructional and staff needs. |
| | | Task Completed: | 03/15/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 3/15/2013 |
| | Experience: | | 3/15/2013 On a weekly basis each department led reports out on their students' progress and achievement. |
| | Sustain: | | 3/15/2013 In order for this to be sustained leadership team members must collect data and monitor the results of its implementation. |
| | Evidence: | | 3/15/2013 * Improved interim assessment * Reduction in Juipster |

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| Indicator | H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/11/2012 |
| | Evidence: | All teachers align instruction to standards and measure student progress towards those standards with quarterly interim exams. |

Turnaround Principles

Principle 6: School Culture and Climate

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| 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 01/11/2012 |
| | Evidence: | Teachers come together frequently to discuss their strengths and share about weaknesses, goals for improvement, etc. |

Turnaround Principles

Principle 7: Effective Family and Community Engagement

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| Indicator | J02 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 |
| | Evidence: | We've started implementing career pathways, we've met with CCDC to develop partnerships, and we've begun to implement these programs and policies. |

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| Indicator | J03 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705) | | |
| Status | Objective Met 7/10/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 07/10/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | We have great enthusiasm and wonderful partnerships with faith-based organizations and civic leaders. We could expand this by creating a full-blown newsletter to give to students, parents, and community members.. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The school would develop partnerships with community organizations, faith-based organizations, parent groups, and local business owners. The partnership coordinator or outreach specialists would continually reach out to community members and the school staff to inform them of opportunities for involvement. The outreach specialist would also bring community members into the school on an ongoing basis so they are aware of what is happening. | |
| | Target Date: | 06/15/2013 | |
| | Tasks: | | |
| | 1. Redefine the role of the outreach specialist to include partnership management and coordination of newsletter and meetings. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 06/01/2012 | |
| | Comments: | The former assistant of [REDACTED] served as the outreach specialist; due to her departure, the outreach specialist evolved into several members of leadership taking the lead on disseminating monthly newsletters and upcoming class meetings. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Take stock of current partnerships, areas of strength and growth: what are the partnerships, and how do we leverage these opportunities? | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 08/01/2012 | |

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| | | Comments: | Our areas of growth with our current partnership is to evaluate and or track the success/areas of improvement with each partnership. We continue to leverage these opportunities as a means to bridge the gap that organically exist between school, home and community. It is imperative that we continue to afford students and community organizations to partner with the Academies at Anacostia; therefore we encourage both students and parents to be actively engaged. As we begin to monitor the success of the each program/partnership we will better meet the needs of our student population. |
| | | Task Completed: | 06/03/2013 |
| | | 3. Create a plan for strengthening partnerships and creating new ones. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 08/01/2012 |
| | | Comments: | The Acadmies at Anacostia have developed partnerships with a host of community organizations, faith-based organizations, parent groups, and local business owners. As a result of the partnership with Union Temple, we currently have a mentor program for both boys and girls. Additionally we have partnered with communiy organizations that has resulted in hosting community meetings and opportunities for students to gain community service hours. |
| | | Task Completed: | 06/03/2013 |
| | | 4. Execute the parental engagement plan. Part of this plan would include monthly communication (starting in Sept. 12) between the school and the partnership. | |
| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 06/15/2013 |
| | | Comments: | A "one-pager" that included students: lexile scores, current academic levels, attendance and behavior tracker was provided for parents. Additionally parents received monthly newsletter that related to his/her childs academy. |

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| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/10/2013 |
| | Experience: | | 7/10/2013 During the course of the year the leadership team shared information about our after school programs and Saturday academy with parents , utilizing, written communications newsletters, and connect ed messages. |
| | Sustain: | | 7/10/2013 To continue to meet our collaborative efforts in bridging the gaps of communication between all of our important stakeholders, it is important that we maintain a consistent line of communication. |
| | Evidence: | | 7/10/2013 During the course of the SY 2012-2013, we have seen a significant enrollment in both, our after-school program as well as our Saturday Academy. |

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| Indicator | J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 | |
| | Evidence: | Our school is a partnership school with Friendship, which helps us with curriculum, CTE courses, professional development, office support, etc. | |

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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) | | |
| Status | Objective Met 7/10/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 07/10/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | There are many different individual pieces that are working independently -- there's a parent engagement committee, a community partnership group, a teacher's union, DC-CAS team, etc. But these teams do not come together to communicate, share, or collaborate. We need to create a structure for integrating all of these teams. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The school will have a school improvement team. They represent the diversity of the school in terms of content area, work assignment, parents, and students are invited on an ongoing basis. The team regularly meets around the SIG action plan to ensure fidelity of implementation. The team monitors data and revises the plan on an ongoing basis to meet adapting needs. | |
| | Target Date: | 06/01/2013 | |
| | Tasks: | | |
| | 1. Identify the people who will make up the leadership team. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/01/2012 | |
| | Comments: | The instructional leadership is made up of: two academic deans, two assistant principals, instructional coach and the school principal. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Designate a time to review the action plan, analyze the data, and figure out where in the action plan the school is. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/28/2012 | |
| | Target Completion Date: | 06/30/2012 | |
| | Comments: | The action plan was reviewed during weekly leadership meetings. | |
| | Task Completed: | 06/03/2013 | |
| | 3. The meeting chair/leader will assign stakeholders present at the meeting, specific roles around the action plan. | | |

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| | | Assigned to: | ██████████ |
| | | Added date: | 02/28/2012 |
| | | Target Completion Date: | 06/30/2012 |
| | | Comments: | During these planning meetings the principal assigned individual roles and responsibilities for daily operational excellence. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/10/2013 |
| | Experience: | | 7/10/2013 The Instructional Leadership Team have created a plan that they will share with all stake-holders prior to the start of the school year. The plan will include our historical data, celebrations, and areas of growth. The plan will also be shared with stake-holders on a monthly basis with updated data. |
| | Sustain: | | 7/10/2013 In order to sustain the efforts in meeting this objective, it will be necessary for team to share monthly updates of our current data with our stake-holders. |
| | Evidence: | | 7/10/2013 The data that this objective has been fully implemented is steeped in the fact that parents and other stake-holders have continuously praised our school's efforts for transparent and effective communication. |

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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) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/04/2012 |
| | Evidence: | Clear outward messaging to teachers, students, community members, parents, etc. DC knows that Anacostia is on the move. |

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| Indicator | K04 - The LEA/School has engaged parents and community in the transformation process. (1649) | | |
| Status | Objective Met 7/10/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 07/10/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>We have many independent systems that are in the birthing stages, but we are excited about the growth that we are seeing and will continue to push towards fully engaged parents and community members.</p> <p>We have individual initiatives that work well, but we want to fully integrate our community into the school.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Parents will actively participate in the transformation process by speaking the same language of the school around mission and vision. They will be active in the life of the school and their particular students; they will message to the wider DC community that change is happening at the school. | |
| | Target Date: | 06/01/2013 | |
| | Tasks: | | |
| | 1. Align interventions, curriculum, and after-school programming to the revised mission and vision of the school. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 07/15/2012 | |
| | Comments: | The curriculum and strategies were aligned with the school's vision and expectations that was evident in the increase in attendance and academic success of our students. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Communicate with students around academic and culture expectations based on the newly revised mission and vision. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 09/10/2012 | |
| | Comments: | We had bi-monthly meetings with the students to reinforce our mission and vision. We also implemented advisory lesson plans that aligned with our school mission. | |
| | Task Completed: | 06/03/2013 | |
| | 3. Re-examine the mission and the vision of the school with parents and the community to ensure that this represents what they want for their students and the school; incorporate their feedback as appropriate. | | |

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| | | Assigned to: | ██████████ |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 09/05/2012 |
| | | Comments: | We reviewed surveys with parents and students and formulated plans that were executed as a result of their feedback. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/10/2013 |
| | Experience: | | 7/10/2013 In our efforts to engage parents and the community in the transformation process, we will be active in the life of the school and their particular students; they will message to the wider DC community that change is happening at the school. |
| | Sustain: | | 7/10/2013 We will continue to support the community and family in the by expanding our academic offerings and enrichment activities to included all stakeholders. |
| | Evidence: | | 7/10/2013 We have many independent systems that are in the beginning stages, but we are excited about the growth that we are seeing and will continue to push towards fully engaged parents and community members. |

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| Indicator | K05 - The LEA/School helps stakeholders overcome resistance to change. (1652) | | |
| Status | Objective Met 7/10/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/04/2012 | |
| | | Objective Met - 07/10/2013 | |
| | 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: | This is an extremely difficult thing to accomplish this. We are working against years and years of a reputation about this school in the community and in students. It will take us a lot of time to get students and community members to articulate and internalize the change that has been made. This really goes back to all of the work that we're doing -- this is just making community members aware of all of the positive things that are happening here. This will also come with the modernization of the building and the pride that students show in our school and facilities. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Stakeholders will be actively engaged in and part of the transformation process. They will have collaborated around the mission and vision, and will speak the same language as the school around this area. | |
| | Target Date: | 06/30/2013 | |
| | Tasks: | | |
| | 1. Align interventions, curriculum, and after-school programming to the revised mission and vision of the school. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 07/15/2012 | |
| | Comments: | We had bi-monthly meetings with the students to reinforce our mission and vision. We also implemented advisory lesson plans that aligned with our school mission. We continually provided after school tutoring, academic clubs, and Saturday Academy. | |
| | Task Completed: | 06/03/2013 | |
| | 2. Communicate with students around academic and school culture expectations around the revised mission and vision. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/29/2012 | |
| | Target Completion Date: | 09/10/2012 | |

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| | | Comments: | We had bi-monthly meetings with the students to reinforce our mission and vision. We also implemented advisory lesson plans that aligned with our school mission. We continually provided after school tutoring, academic clubs, and Saturday Academy. |
| | | Task Completed: | 06/03/2013 |
| | | 3. Reexamine the mission and vision with the parent and neighborhood community to ensure that it accurately represents all stakeholders' desires for the school. Incorporate their feedback as appropriate. | |
| | | Assigned to: | |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 09/05/2012 |
| | | Comments: | We had parent meeting for our senior and principal's breakfast for our underclassmen. The school academic events such as honor roll assembly and various stakeholder events. |
| | | Task Completed: | 06/03/2013 |
| | | 4. Examine the mission and vision with the school community and revise according to input. | |
| | | Assigned to: | |
| | | Added date: | 02/29/2012 |
| | | Target Completion Date: | 07/15/2012 |
| | | Comments: | We reviewed school surveys from students, parents and staff feedback and revised our advisory plans to be taught during class time. |
| | | Task Completed: | 06/03/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 7/10/2013 |
| | Experience: | | 7/10/2013 During the year we have improved our reputation among the community with the completion of our modernization of the building and our increased programs and enrichment opportunities |
| | Sustain: | | 7/10/2013 During the course of the year, the leadership team has created a culture of support and capacity building amongst all of our faculty and staff. Our retention rate amongst our highly effective teachers is a testament to our minimal resistance to change. |
| | Evidence: | | 7/10/2013 During the course of the year, the leadership team has created a culture of support and capacity building amongst all of our faculty and staff. Our retention rate amongst our highly effective teachers is a testament to our minimal resistance to change. |