

# 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 27, 2013

**Dunbar SHS-10** NCES - 110003000079

District of Columbia Public Schools

**SIG Implementation Indicators**

Key Indicators are shown in **RED**.

<b>Turnaround Principles</b>			
<b>Principle 1: School Leadership</b>			
<b>Indicator</b>	<b>D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/20/2012
			<b>Objective Met</b> - 03/16/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The school uses IMPACT however we are moving towards having a variety of valid and reliable tools.</p> <p>1/30/13 UPDATE:</p> <p>We use informal instructional walk thru's each week Peer observations Formal Observations Snap Snot Observations- Offering IMMEDIATE feedback</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	[REDACTED], along with the administrative team, will conduct 5 informal focus-walks daily. A standard system of providing feedback to staff will be incorporated into this evaluative process. In addition, administrators will encourage teachers to observe their peers and the examine student work, which will assist teachers in their growth and development.	
	Target Date:	09/04/2012	
<b>Tasks:</b>			
	1. Creation of standardized rubric to provide feedback		
	Assigned to:	[REDACTED]	

		Added date:	03/01/2012
		Target Completion Date:	08/20/2012
		Comments:	The administration team created an informal evaluation form for use in all focus walk throughs and inter-visitations.
		Task Completed:	09/12/2012
	2. Creation of weekly debrief meetings from focus -walks. This meeting will be held at a regularly scheduled time		
		Assigned to:	██████████
		Added date:	03/01/2012
		Target Completion Date:	09/04/2012
		Comments:	Focus walks and inter-visitation debriefing meetings are held every Friday during morning collaborative time with staff.
		Task Completed:	09/12/2012
	3. Improving the current peer-observation system (inter-departmental visitation) with introduction of the system at the beginning of the school year.		
		Assigned to:	██████████
		Added date:	03/01/2012
		Target Completion Date:	09/04/2012
		Comments:	The inter-visitation peer observation system has been established and is held every Wednesday. Four to five teachers are randomly selected for a visit between 0 and 4th period. Teachers complete the same inter-visitation observation form on each teacher observed during the day.
		Task Completed:	09/12/2012
	5. Creation of weekly debrief meetings from focus -walks. This meeting will be held at a regularly scheduled time		
		Assigned to:	██████████
		Added date:	03/18/2013
		Target Completion Date:	09/04/2012
		Comments:	Focus walks and inter-visitation debriefing meetings are held every Friday during morning collaborative time with staff.
		Task Completed:	09/14/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 This objective was easy to coordinate and has had a positive effect on instructional practices.
	Sustain:		3/16/2013 The maintaining of a calendar for the routine scheduling and re-scheduling of the inter-visitation sessions that are missed due to other school events is the only work needed to sustain this effort.
	Evidence:		3/16/2013 The administration team has collected the data and teacher observation forms to document the effective execution of this objective.

<b>Indicator</b>	<b>D02 - There is an established procedure for documenting the evaluation process. (1675)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/20/2012	
	Evidence:	All staff members receive 3 formal observations/evaluation under IMPACT.  1/30/13 UPDATE  Observation Calendar reflecting formal and informal observations, as well as standard forms for each type of observation.	

<b>Indicator</b>	<b>D03 - The principal provides timely, clear, constructive feedback to teachers. (1676)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/20/2012	
	Evidence:	1/30/13 UPDATE Pre and Post Impact Conferences Teacher Grading Conferences 9th Grade Curriculum Talks (Once per week) Classroom Walk throughs Peer Visitation Snap Shot Observations	

<b>Indicator</b>	<b>F07 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)</b>		
<b>Status</b>	<b>Objective Met</b> 3/18/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/18/2013	
	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 had limited interaction with DCPS, as they have been through a leadership transition. However, we have received feedback from a number of site visits and are excited to implement policies and strategies that would benefit the students of Dunbar.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school administrative team will meet regularly with teachers after informal walk-throughs. Pre-Conference conversations will occur before formal IMPACT Observations. School administrators will meet around student work to help them improve their practice.	
	Target Date:	04/01/2012	
	<b>Tasks:</b>		

	1. Develop a student-work rubric	
	Assigned to:	██████████
	Added date:	03/01/2012
	Target Completion Date:	03/30/2012
	Comments:	This rubric is to include a common scale for evaluating BCR and ECR in all content classes.
	Task Completed:	11/16/2012
	2. Develop an informal walk-through rubric	
	Assigned to:	██████████
	Added date:	03/01/2012
	Target Completion Date:	03/30/2012
	Comments:	Leadership team has collaborated to devise an informal walk-through rubric that will assist with future formal IMPACT evaluations.
	Task Completed:	09/19/2012
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/18/2013
	Experience:	3/18/2013 This objective was easy to implement and very useful in the teacher evaluation process for both informal and formal evaluations. The data collected assisted in making critical instructional, scheduling and PD decisions.
	Sustain:	3/18/2013 The leadership team needs to continue routine informal observations using the rubric created and continue monitoring and assessing data to sustain efforts in this objective.
	Evidence:	3/18/2013 Informal observation notes have been uploaded into the IMPACT system for cycle 2 to document this objective.

<b>Indicator</b>	<b>C04 - The principal effectively and clearly communicates the message of change. (1665)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	1/30/13 UPDATE The principal provides a continuous vision of school transformation from a comprehensive high school to a smaller school learning community structure. The vision is communicated during morning collaboration, staff meetings, PTA meetings, community events, and during student assemblies. The vision is routinely shared with Central Office, Government Officials, and Alumni.

<b>Indicator</b>	<b>C06 - The principal, after reviewing the data, seeks quick wins. (1667)</b>		
<b>Status</b>	<b>Objective Met</b> 3/15/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/20/2012	
		<b>Objective Met</b> - 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:	<p>Currently there have been several quick wins with changing the school logo, implementation of Twilight Academy, creation of Student Support, creation of 9th Grade Academy, Assigned uniform colors per grade level, separate student entrances, DC CAS tutoring plan.and providing separate locations for delivering instruction.</p> <p>Moving forward after reviewing data the principal will seek quick wins in the following: academic tutoring support, teacher collaboration to support student success, staff retreat, and student attendance incentives.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	[REDACTED] will review data from different sources on attendance (student and staff), academic achievement, discipline, with the creation of a data team. The data team will meet bi-weekly to discuss outcomes, monitor progress, and create action plans to analyze the existing data. Data will be housed in a central location where it is easily accessible and shared with all stake holders.	
	Target Date:	08/21/2012	
	<b>Tasks:</b>		
	1. Institute biweekly data team meetings.		
	Assigned to:	[REDACTED]	
	Added date:	03/01/2012	
	Target Completion Date:	08/20/2012	
	Comments:	The data team meets biweekly to collect, review and devise action plans.	
	<b>Task Completed:</b>	<b>09/04/2012</b>	
	2. Identify team members to participate in bi-weekly meetings.		
	Assigned to:	[REDACTED]	
	Added date:	03/01/2012	
	Target Completion Date:	08/20/2012	
	Comments:	Members from the 9th and 10th grade academic teams have been identified to participate in the meetings.	
	<b>Task Completed:</b>	<b>09/04/2012</b>	
	3. Identify location where meetings will take place		

		Assigned to:	██████████
		Added date:	03/01/2012
		Target Completion Date:	08/20/2012
		Comments:	The data team meets biweekly in the 9th grade academy conference room.
		Task Completed:	09/04/2012
	4. Identify location to warehouse data		
		Assigned to:	██████████
		Added date:	03/01/2012
		Target Completion Date:	08/20/2012
		Comments:	Data is warehoused in the conference room with confidential materials being stored in the locked vault next to the conference room.
		Task Completed:	09/04/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/15/2013
	Experience:		3/15/2013 This objective was a critical step in the initial organization of our comprehensive school achievement turnaround plan.
	Sustain:		3/15/2013 Retention of current staff and the regularly scheduled meeting times and locations are all pivotal in sustaining this effort.
	Evidence:		3/15/2013 The data team has detailed meeting summaries and a data dashboard to document their meetings and progress.

<b>Indicator</b>	<b>C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)</b>		
<b>Status</b>	<b>Objective Met</b> 3/15/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/20/2012	
		<b>Objective Met</b> - 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:	The school principal provides optimum conditions for school transformation team to make decisions and act on their decisions. The principal gives voice to the school LSAT, PTA, Teachers, and Alumni Federation. All school teams are empowered to make decisions based on the best interest of the school community. We are working towards bringing all stakeholders together monthly to discuss data and the overall school improvement plan.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal, being a data driven leader, will allow leadership teams to cultivate, discuss, and act on ideas, and provide guidance and direction when necessary. When fully realized, the school leadership team will be well represented by a diverse group, who actively participate in leadership decisions that directly impact the school.	
	Target Date:	08/31/2012	
	<b>Tasks:</b>		
	1. Gather potential candidates for official school leadership team.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The school leadership team should consists of members of the core academic departments, the administration, and other key stakeholders.	

		<b>Task Completed:</b>	09/10/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/15/2013
	Experience:		3/15/2013 The leadership team is a strong component to our educational plan to guide and direct our educational mission.
	Sustain:		3/15/2013 Retention of staff with full support to operate and effectively utilize all resources required or requested.
	Evidence:		3/15/2013 The leadership team has documented meeting times and objective targets met to provide.

<b>Indicator</b>	<b>C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)</b>		
<b>Status</b>	<b>Objective Met</b> 2/13/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/20/2012	
		<b>Objective Met</b> - 02/13/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>1/30/13 UPDATE Currently the school principal is focused on improving instruction through the importance of quality lesson plans, the art of questioning and item analysis on formative assessments.</p> <p>The principal focused on building leadership capacity by providing opportunities for professional development, monthly leadership meetings, weekly cabinet meetings, summer leadership trainings, school administrative staff retreat. The principal provides independent leadership opportunities for Assistant Principal to assume all administrative and supervisory duties of the 9th Grade Academy, 10th Grade Academy, Pre Engineering, CISCO Academy, Microsoft Office Specialist Pathway, and Twilight.</p> <p>Leadership opportunities are also provided for instructional staff Lead Teacher, Department Chairpersons, Academy Leaders as well as sponsorship of out of school time activities.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The principal will be spending approximately 50% of his time working with instructional issues. In addition, the principal will actively participate and offer feedback to respective building level leadership teams, and makes sure all team members understand the school's mission, vision and objectives. When this objective is met, leadership teams will be meeting regularly and principal feedback will be offered both formally and informally. In addition, from year to year school leaders will emerge from the ranks with new responsibilities in house or assume leadership roles at other schools within the district.	
	Target Date:	06/15/2013	
	<b>Tasks:</b>		
		1. Meet with the principal to review strengths and challenges in this area	
		Assigned to:	[REDACTED]
		Added date:	03/29/2012
		Target Completion Date:	08/15/2012

		Comments:	Teacher is assigned to academic leadership team. Teachers are also assigned to athletic teams as advisors to support and guide students and address their needs. Every Wednesday teachers work with each other to do peer visitations, learning from one another's strengths.
		Task Completed:	10/01/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		2/13/2013
	Experience:		2/13/2013 The leadership team at Dunbar has worked together to identify teachers as leaders. Peer visits have been set up on a weekly basis, to allow for growth and development, as well as personal reflection. During PD Days and morning collaborative sessions, teachers reflect on district literacy initiatives and school wide instructional goals.
	Sustain:		2/13/2013 We must continue to allow for common planning time, access to outside resources and partnerships to come in and build leadership capacity.
	Evidence:		2/13/2013 Teacher member of ALT Weekly Peer Observations and Feedback Teacher Adviser to athletic departments Morning Collaborative Sessions

<b>Indicator</b>	<b>F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)</b>		
<b>Status</b>	<b>Objective Met</b> 3/17/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/17/2013	
	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:	The principal believes one key ingredient to a quality lesson is an effective lesson plan. An integral part of our limited professional development has been to focus on this with staff, both experienced and inexperienced. We have also integrated PD on instructional strategies that aligns closely with our impact evaluation system.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Dunbar teachers will attend ongoing job embedded professional development that focuses on increasing academic rigor and maintaining a high level of instructional strategies to meet diverse learning needs. Teachers will commit time and effort on detailed and structured lesson planning that incorporates learning standards, activities that scaffold the content and are aligned with the new common core college readiness and literacy standards. The administration will utilize hard and soft data on teacher performance to drive areas on concentration for each individual teacher. Common departmental assessment, common grading standards and electronic grading systems, common literary themes and common teaching methodologies as well as common lesson planning will be presented and promoted throughout each unit.	
	Target Date:	08/20/2012	
	<b>Tasks:</b>		
	1. Teachers will review the past year's impact scores from both the administration and master educator to create their own self evaluation improvement plan to be reviewed by one peer and one administrator for feedback.		
	Assigned to:	[REDACTED]	
	Added date:	03/29/2012	
	Target Completion Date:	09/01/2012	
	Comments:	Teachers on the 11th and 12th grade teams have reviewed their past IMPACT scores as well as the present cycle 1 scores. A self evaluation with a professional development training action plan has been created by each teacher as an outgrowth of this data review.	
	<b>Task Completed:</b>	<b>01/25/2013</b>	

		2. Teachers will complete two peer classroom observations and complete a summary write up on their reflections to share objectively in a whole group setting.
		Assigned to: [REDACTED]
		Added date: 03/29/2012
		Target Completion Date: 11/15/2012
		Comments: Teachers have completed inter-visitations on their peers to review best practices and share instructional strategies. Written summaries on their comments, feedback and impressions were collected.
		Task Completed: 09/12/2012
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/17/2013
	Experience:	3/17/2013 Teachers for the first time used their individual planning time to focus on their own practice and review their IMPACT scores from all stakeholders. The goal was to chart their progress or areas of growth and review instructional recommendations in order to redesign their instructional plans. The self assessment also allowed them to clearly identify their strengths and areas of growth towards creating their personal action plan.
	Sustain:	3/17/2013 Teachers will need to routinely review their evaluation scores, chart the recommendations and complete a self assessment that can be converted to their action plan in order to sustain the efforts for this objective.
	Evidence:	3/17/2013 Teachers have documented self evaluations that follow the IMPACT framework on this objective.

## Turnaround Principles

### Principle 2: Effective Staffing Practices & Instruction

<b>Indicator</b>	<b>E03 - The LEA/School has identified and established non-monetary staff incentives for performance. (1684)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/16/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>There are several identified and established non-monetary staff incentives for performance in place. For example,</p> <ul style="list-style-type: none"> <li>*Monthly Attendance Incentives</li> <li>*Weekly Staff Recognition during morning collaboration</li> </ul> <p>Moving forward the school will implement staff member of the month, teacher recognition, and staff member of the year.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully implemented there will be a consistent school-wide recognition system for staff. Staff will be recognized during monthly staff meetings with a certificate and verbal acknowledge for perfect attendance, staff of the month, and staff of the year. The winning staff member will receive one Friday afternoon off during the month of his/her recognition. Leave will be deducted.	
	Target Date:	08/20/2012	
	<b>Tasks:</b>		
		1. Develop criteria for staff member of the month and share with all staff holders.	
		Assigned to:	[REDACTED]
		Added date:	03/01/2012
		Target Completion Date:	08/20/2012
		Comments:	The leadership team will compile monthly data on teachers who have perfect attendance, with certificates and verbal recognition during the Friday morning collaborative to showcase their success. The criteria has been developed and the system of recognition is in place.
		<b>Task Completed:</b>	<b>09/28/2012</b>
		2. Inform business manager of the process to ensure that staff will not lose pay	
		Assigned to:	[REDACTED]
		Added date:	03/01/2012
		Target Completion Date:	08/20/2012

		Comments:	The Business Manager has been updated on the monthly staff recognition and will not deduct leave from payroll for the selected person.
		Task Completed:	09/28/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 This objective was easy to accomplish given that attendance is tracked on a daily basis. Reports are run in order to coordinate the recognition announcements, certificates and celebration.
	Sustain:		3/16/2013 The leadership team needs to continue to promote a positive work environment where staff feel empowered and successful in order to encourage perfect attendance. The team also needs to continue to collect data in order to fully implement the rewards system.
	Evidence:		3/16/2013 The leadership team has the documentation on the monthly staff members who have been recognized for perfect attendance.

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 3/17/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/17/2013	
	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:	There is a current system in place to remove ineffective staff members at the end of a school year. We are working to make it more effective to address those staff members that are unwilling to meet the expectations or address identified problems.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Employees will have multiple opportunities to check in with the principal about their performance. In addition, employees will always have access to how their progress is being rated along with methods to improve their craft. When this objective is fully met, the staff will be qualified and certified.	
	Target Date:	08/30/2012	
	Tasks:		

		1. Leadership team will establish a personal professional development action plan for each teacher that will address their specific certification, re-certification or potential dual certification options to increase their effectiveness.
		Assigned to: [REDACTED]
		Added date: 03/17/2013
		Target Completion Date: 12/14/2012
		Comments: Each teacher has worked with the leadership team to devise a personal professional credential action plan to increase retention and instructional effectiveness.
		<b>Task Completed:</b> 01/11/2013
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/17/2013
	Experience:	3/17/2013 This objective was successfully implemented and very important to the strategic planning and future master scheduling of classes and addition of new academies with more electives options.
	Sustain:	3/17/2013 The personal development action plans created in collaboration with each teacher requires quarterly meetings with the leadership lead on this objective in order to track progress on specific tasks given to each teacher. Additionally, funding needs to be available to assist teachers with obtaining the training, exam fee reimbursements for certification and other costs related to professional development.
	Evidence:	3/17/2013 The leadership team has documented evidence and PD action plans for OSSE certification on each teacher.

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/16/2013	
	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:	The school administration is working with the on-site instructional coach to aid struggling teachers and provide scaffolding supports to address teacher effectiveness.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Early in the school year, teachers will be assessed, and those who will potentially receive an unsatisfactory evaluation will be assigned during cycle to the school's instructional coach. The coach will work closely with the administrative team on providing the scaffolding necessary to support struggling teachers with assistance in lesson planning, lesson delivery and reflection to assist teachers to become more reflective practitioners. In addition, based on conversations with the principal and the coach, teachers will be aware of exactly where they need improve on their Impact scale. When teachers are targeting specific areas in their instructional practice for improvement, we will know this goal is being met.	
	Target Date:	11/01/2012	
	<b>Tasks:</b>		
	1. Instructional coach will gather baseline teacher info/impact scores to get a better understanding of skill levels in the building		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	09/01/2012	
	Comments:	The leadership team comprised of the administrators view last school year and cycle 1 IMPACT scores from the school and the master educators to get baseline data on the teacher's skill levels, strengths and areas that need improvement.	

		Task Completed:	10/05/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 The administration team worked collaboratively to pull, assess and analyze teacher evaluation data from IMPACT. Data was viewed for school year 2011-2012 for all assessors as well as current school year data. This process was slightly labor intensive to review each teaching and learning framework area individually but the results were fruitful. The team was able to analyze individual teacher skills and weakness in order to better plan for professional development area.
	Sustain:		3/16/2013 Monthly meetings to review current informal assessment data and plan for professional development offerings is needed to sustain this effort.
	Evidence:		3/16/2013 The administration team has the forms and charts on the individual teacher IMPACT data as documentation that this objective has been implemented.

<b>Indicator</b>	<b>E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 01/24/2012	
		<b>Objective Met</b> - 03/16/2013	
		Will include in plan	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the school operates under the same guidelines as high-performing schools as it relates to performance-based dismissals in transformation schools. The school has an interest in putting a plan in place to address performance - based dismissals.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully implemented, the process for dismissing an ineffective teacher will be expedited. Since we are a transformation school, waivers will be in place the school to modify the tenure protections, seniority rights, and other job protections that typically apply to staff. When fully met, we will be fully staffed with effective and highly effective teachers.	
	Target Date:	08/31/2013	
	<b>Tasks:</b>		
	1. Research past teacher ratings for baseline data.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The instructional leadership team researched the past teacher IMACT ratings on instructional teaching staff to review trends.	

		<b>Task Completed:</b>	12/14/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 This objective was labor intensive. The data is accurate and assessable however the time needed to individually go into the IMPACT teacher evaluation system for each teacher took time.
	Sustain:		3/16/2013 More time on task and structured outline with division of labor divided by the three assistant principals will be necessary to continue reviewing, analyzing and assessing the teacher evaluation data that will sustain the efforts in this area.
	Evidence:		3/16/2013 The leadership team has documentation on the comparative study on the individual teacher evaluation ratings.

<b>Indicator</b>	<b>E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/24/2012	
	Evidence:	The LEA has a fully vetted the IMPACT evaluation system that has been designed and implemented in conjunction with the collective bargaining unit which allows for swift exits of underperforming employees.	

<b>Indicator</b>	<b>D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/20/2012	
	Evidence:	Yes the district provides IMPACT yearly based on feedback from school administrators, teachers and staff.	

<b>Indicator</b>	<b>D04 - The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)</b>		
<b>Status</b>	<b>Objective Met</b> 4/12/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/20/2012	
		<b>Objective Met</b> - 04/12/2013	
	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:	1/30/13 School ALT, and outside partners provide professional development as it relates to Common Core literacy strategies and writing implementation. Currently working to fully implement the math support strategies.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Leadership team will produce a curriculum framework in math that will address the learning and remediation needs for all math skills and standards for the DC CAS.	
	Target Date:	04/26/2013	
	<b>Tasks:</b>		
	1. Create an entire math unit testing plan strategy complete with daily lesson plans and activities that can be given to the teachers for direction instruction for DC CAS.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	04/26/2013	
	Comments:	The DC CAS testing team will standardize all classroom instructional materials and practice exams given to the teachers.	

		<b>Task Completed:</b>	<b>03/01/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		4/12/2013
	Experience:		4/12/2013 The DC CAS testing team broke down all the skills and standards targeted on the exam in order to design instructional materials to address these areas. Lesson plans, instructional activities and common assessments were devised based on the data review. Remediation strategies were also incorporated.
	Sustain:		4/12/2013 To continue the positive momentum and effective deliverables in this objective more funding will be needed to retain staff and supply supplemental instructional materials to sustain the efforts and gains.
	Evidence:		4/12/2013 There is a binder that contains all the instructional materials with a data dashboard that documents the students' progress on the common practice exams.

<b>Indicator</b>	<b>E01 - The LEA/School has created a system for making awards that is transparent and fair. (1679)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/20/2012	
	Evidence:	The LEA/School has created a system of making awards that is transparent and fair. The LEA provides a monetary award for high performing teachers. The Standing Ovation city wide award program gives monetary incentives based on highly effective educator ratings. The school provides incentives that include but are not limited to attendance, pass-fail rate, building support, and development of student academic support teams.	

<b>Indicator</b>	<b>E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/15/2013
	Evidence:	The LEA has implemented the Standing Ovation program which is a comprehensive rewards system for teachers and other school based related service providers that is communicated throughout the district and provides finance rewards. Dunbar High school will implement a teacher of the year award based on commitment to school culture and student achievement.

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/24/2012
	Evidence:	The LEA has a comprehensive teacher and staff evaluation system called IMPACT that assist principals in addressing weaknesses and minimizing time spent moving under performers out of the system.

<b>Indicator</b>	<b>F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/24/2012
			<b>Objective Met</b> - 03/16/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Currently professional development themes are determined by central office staff with implementation at the local school for whole group Professional Development. It would be appropriate for individual (turnaround) schools to determine their professional development needs. To date the school has adjusted the professional development schedule and provided professional development in the following areas:</p> <ul style="list-style-type: none"> <li>*Literacy Across The Curriculum</li> <li>*Extended Block Instruction</li> <li>*Lesson Planning Design and Implementation</li> <li>*Instructional Strategies and Techniques</li> <li>*Differentiated Instruction</li> <li>*9th Grade Academy Planning</li> <li>*Electronic Gradebook</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will be fully engaged and interested in participating in professional development activities, as all levels of teaching experience will benefit from the professional development designed for and by their very own professional leaning community. When the objective is fully met, teachers will share a high degree of satisfaction with the program, which will be evident from the regular evaluations that will be administered.	
	Target Date:	08/31/2012	
	<b>Tasks:</b>		
	1. Professional development committee will be formed.		
	Assigned to:	[REDACTED]	
	Added date:	03/26/2012	
	Target Completion Date:	08/31/2012	
	Comments:	A professional development committee has been formed to drive the selection and quality of offering designed to increase teacher effectiveness.	

		<b>Task Completed:</b>	09/11/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 Teachers were selected represent every content area with a few other academic departments included to form the PD team. Progress has been slower than last school year given the budget constraints that resulted in the reduction of teachers for this school year. The PD team works collaboratively with the leadership team to implement district wide PD as well as design PD specific to Dunbar teacher's needs.
	Sustain:		3/16/2013 The professional development committee needs to continue to meet collaboratively to discuss and analyze building climate and poll teachers to find out their PD areas of interest. We also need more immediate release of funding in order to offer and implement PD offerings that are requested in order to sustain the efforts to meet this objective.
	Evidence:		3/16/2013 The PD committee has documented evidence on their collaborative work with teachers and administration.

<b>Indicator</b>	<b>F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/16/2013	
	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 LEA supports first year teachers with Teach For America, Teaching Fellows and Teacher Mentors. Additional support is needed at the local school level to support and assist with new teacher retention.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully met, first year teachers will have a solid in-school support network to support their first year in teaching. This will include lesson planning support, a mentor program, an inter-visitation program, and a seminar for first year teachers led by a senior Dunbar teacher. We will know this goal is met when our retention rate for teachers reaches 90%. This will also be an integral aspect of our Education Academy, which we will prepare future educators of DC and America. When implemented, the induction program will be highly visible and a program that all first year teachers will actively participate in.	
	Target Date:	06/01/2012	
	<b>Tasks:</b>		
	1. Brainstorm goals of DHS induction program.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The DHS new teacher induction program is still a work in progress since we did not acquire any new teachers this school year. The PD committee is working with the leadership team and WTU to design a new teacher handbook that will become a part of the regular teacher handbook. The ideas for the new teacher handbook have been fleshed out and next steps on formal documentation are needed.	

		<b>Task Completed:</b>	12/14/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 The meeting sessions were productive in order to determine what are specific aspects of the DHS way that need to be documented and fully adopted into the instructional model for the school which includes all academies. The goal of the induction program is to properly orient all new staff to policies, procedures, historical information and methods of operation at Dunbar.
	Sustain:		3/16/2013 A new committee needs to be formed that is not the PD committee, WTU or leadership team but a separate entity that focuses on induction process now that the fundamental tasks have been created. The new committee will be called the DHS teacher induction committee.
	Evidence:		3/16/2013 The DHS teacher induction committee has documentation on the tasks and members of this new group's progress from the initial brainstorming sessions.

<b>Indicator</b>	<b>F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The staff was surveyed early in the year on a number of topics, which included various topics on teaching and learning, the art of questioning and how to craft an effective lesson plan.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Dunbar will create a comprehensive professional development plan that is objective driven and focused on student achievement and teacher quality. In specific, two needs assessment will be conducted to obtain critical baseline data towards developing a strategic plan of action. The first needs assessment will focus on students at each grade level as well as the individual subjects to design a plan that adds rigor, creative techniques to engage all levels and type of learners and that offers the right amount of intense remediation of skills to raise overall achievement. The second needs assessment will focus on teacher development towards building a professional learning community that promotes high quality effective teaching. Teacher professional development will be designed in collaboration with the staff and will address specific issues that are job related, based on content standards and incorporates strategies to assist with motivating students who have various social and instructional based needs. A Dunbar Teacher professional development manual of workshop and seminars will be designed. The staff will also create an annotated collection of teacher essays and journals to document best practices and teacher designed programs for professional growth.	
	Target Date:	06/21/2013	
	<b>Tasks:</b>		
	1. Conduct a teacher survey on areas that worked well instructional, student behavior management and positive attendance incentives. Conduct a second teacher survey on areas that needs addressing towards improving building climate, instructional delivery, and student mastery.		
	Assigned to:	[REDACTED]	
	Added date:	03/29/2012	
	Target Completion Date:	06/07/2013	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)</b>		
<b>Status</b>	<b>Objective Met</b> 3/18/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/18/2013	
	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 school is working to provide high quality job embedded professional development. We are moving towards forming a professional development committee, which will include instructional staff, on-site coaches and a member of the administrative team. Despite our initial survey for staff, a challenge we face is collaborating with the professional development mandates required by DCPS.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When Dunbar is providing all staff high quality, ongoing, job embedded professional development, small learning communities will evolve into data-driven professional learning communities, where the individual communities will be focused on student achievement. These PLC's will meet regularly, and be focused on data and improving their instructional practice as a community. The PLC's will also integrate in-house coaching supports to improve their practice.	
	Target Date:	08/31/2012	
	<b>Tasks:</b>		
	1. As an administrative team, determine the essential elements of Dunbar's professional learning community culture.		
	Assigned to:	[REDACTED]	
	Added date:	03/26/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The essential elements of the DHS professional learning community consists of the following; well training, fully licensed highly effective teachers, common vision and mission communicated throughout the school to all staff, attention given to attendance issues and ways to reduce truancy and increase student satisfaction and buy-in, quality instructional and extra-curricular programs, increase parent engagement and a commitment to building a cohesive team of professional committed to student achievement.	

		<b>Task Completed:</b>	09/07/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/18/2013
	Experience:		3/18/2013 This objective was a critical part of the strategic educational plan that was an outgrowth of meetings to actualize the vision and mission of Dunbar HS. The development of smaller learning communities and a rigorous instructional program that focuses on increased student achievement and lowered truancy was the driving force in this objective.
	Sustain:		3/18/2013 Funding to continue the creation of effective smaller learning communities with special emphasis on the Twilight and 9th grade academies, outreach efforts to decrease truancy all need to continue to sustain efforts for this objective.
	Evidence:		3/18/2013 There is documented evidence that this objective has been fully implemented.

<b>Indicator</b>	<b>F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We feel this a critical area for self reflection, and that there is room for improvement. To date, we have designed our professional development to the best of our abilities, and have always evaluated our performance with the staff. One goal of our team is to take a broader view (i.e. yearly view) of our success, challenges and areas we would like to focus in on in the future.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	As the National Staff Development Council recommends, the professional development at Dunbar professional development would be standards based, results driven, and job embedded. One main way to monitor progress would be to determine the impact the professional development has had on teachers' instructional practice. Evidence towards progress of meeting this goal will be gathered from surveying teachers, designing a rubric aligned with specific PD standards, an overall evaluation from the administrative team.	
	Target Date:	05/17/2013	
	<b>Tasks:</b>		
	1. A comprehensive PD plan outline for the entire school year will be produced with a monthly calendar of events and topics.		
	Assigned to:	[REDACTED]	
	Added date:	04/12/2013	
	Target Completion Date:	05/17/2013	
	Comments:	Take a survey of the teachers to find out potential topics needed for PD.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>F08 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)</b>		
<b>Status</b>	<b>Objective Met</b> 3/18/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/18/2013	
	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:	While the team agrees this a high priority, our challenge with this indicator is that the professional development calendar is designed by DCPS.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Each semester, teachers will have a list of 2 to 3 teachers they will see throughout the semester. In addition, teachers will meet with the instructional coach to set goals and also evaluate the process. On one level, evidence of this activity would be a record held by one of the school's instructional coaches. Eventually, we would also like to see dialogue within our professional learning communities adding to the conversation about effective teaching practice.	
	Target Date:	08/31/2012	
	<b>Tasks:</b>		
	1. Instructional coach will set a schedule for all teachers.		
	Assigned to:	[REDACTED]	
	Added date:	03/26/2012	
	Target Completion Date:	05/01/2012	
	Comments:	Dunbar lost funding due to low enrollment thus we were unable to fund an instructional coach for this school year. The schedule was set by the leadership team and weekly inter-visitiation sessions are held for every period 0 thru 4th.	

		<b>Task Completed:</b>	09/12/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/18/2013
	Experience:		3/18/2013 Teachers are meeting collaboratively during grade level meeting, conducting peer inter-visitation evaluations then reflecting and sharing their feedback and positive thoughts every Friday during morning collaborative. This experience is building a rich professional learning community where colleagues are sharing and learning from each other.
	Sustain:		3/18/2013 In order to monitor and fully review all data from the observations we need more funding to hire an instructional coach to facilitate the process. We also need to continue the weekly inter-visitations and follow up Friday debriefings to sustain the efforts for this objective.
	Evidence:		3/18/2013 The leadership team has documented peer evaluations from the intervisitations.

<b>Indicator</b>	<b>G01 - The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)</b>		
<b>Status</b>	<b>Objective Met</b> 5/9/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/24/2012
			<b>Objective Met</b> - 05/09/2013
	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:	The LEA has a full scale recruitment program that utilizes two main urban teacher recruitment programs; Teach for America and The New Teacher Project. They have also reached out using various social networking medium to attract human capital talent across the country. Dunbar has expanded our recruitment efforts to reach out directly to the local DC University Schools of Education program to attract new graduates. Dunbar has also formed partnerships with these universities to assist in their student teaching and observation experiences as another link to recruit their students.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	In addition the district outreach that takes place, Dunbar will have it's own unique recruiting channels driven through the powerful alumni association, local HBC's, and local events (e.g. homecoming) to publicize the need for highly qualified teachers. Once teachers are recruited and hired, they will be immediately placed on our induction program which will provide the supports necessary for a successful year one of teaching. When this goal is met, we will retain 90% of our first and second year teachers that have been actively recruited by the school.	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Meeting to brainstorm recruiting strategies for Dunbar		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	06/01/2012	
	Comments:	The leadership team and WTU Personnel to devise a recruitment and interview selection team to fill current staff vacancies.	

		<b>Task Completed:</b>	05/03/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		5/9/2013
	Experience:		5/9/2013 The leadership in collaboration with the teacher's union personnel committee met to outline a plan and interview format to recruit staff for vacant positions. The planning meetings were productive and the team is ready for the new recruitment season. There are less than 12 positions that need to be filled for the upcoming school year.
	Sustain:		5/9/2013 The leadership and personnel committee will need to meet quarterly to discuss personnel issues and plan for potential mid-year staff replacement and/or the addition of new staff based on increased funding from student enrollment.
	Evidence:		5/9/2013 The team completed the full recruitment plan and calendar. The team also selected members who will serve and interviewers with preselected questions for the candidates.

<b>Indicator</b>	<b>G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)</b>		
<b>Status</b>	<b>Objective Met</b> 5/9/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 05/09/2013	
	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:	The LEA has implemented a comprehensive teacher evaluation system called IMPACT that attempt to address teacher effectiveness as it related to value added student achievement data. The goal of IMPACT is to critically look at teaching and learning and measure effectiveness that can result in monetary rewards for high achievement or swift replacement of ineffective staff.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	There will be a clear performance management system in place for all employees. This will include clarity on the part of the evaluators as well as those who are being evaluated. In addition, specific professional development opportunities will be available for all members of the process. In doing so, the professional development will be focused on the areas of greatest need.	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Meeting to brainstorm the current status of Dunbar's performance management system.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The leadership team met on areas of growth as well as areas to retain in Dunbar's performance management system. The team utilizes IMPACT and other Dunbar designed tools to assess and monitor teacher and staff performance.	

		<b>Task Completed:</b>	05/06/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		5/9/2013
	Experience:		5/9/2013 The leadership team refined and goals, objectives and measurable outcomes for performance management. This was a critical element in defining our professional standards and protocols.
	Sustain:		5/9/2013 Quarterly meetings will need to be held in order to implement, monitor and sustain efforts in this area.
	Evidence:		5/9/2013 There is documented evidence and strategic plans that provide evidence that this objective has been implemented.

<b>Indicator</b>	<b>I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)</b>		
<b>Status</b>	<b>Objective Met</b> 3/17/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/17/2013	
	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 making progress in this category by having a separate, self contained ninth grade academy that devotes time to instructional planning. Our upper grades will not meet in this environment until the shift to small learning communities is complete.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will meet in interdisciplinary teams to align content across all grade-levels. During the collaborative meetings, the development of interim and diagnostic mini-assessments will be designed to monitor student progress on a continuing basis. Teams will meet once a week in a morning collaborative meeting and once during a common planning period. Practices such as the development of agendas and minutes will provide evidence that this object is fully being met.	
	Target Date:	08/31/2012	
	<b>Tasks:</b>		
	1. 9th grade academy will set up interdisciplinary team meetings during common planning period to meet 3 times a week. Team will track and analyze student attendance, testing and classroom instruction data to make decisions on the teaching grouping, re-grouping and formal assessments.		
	Assigned to:	[REDACTED]	
	Added date:	03/17/2013	
	Target Completion Date:	09/04/2012	
	Comments:	The 9th grade academy team has set up team meetings that occurs three times a week during common planning periods for members of the English, math, science social studies and special education areas. The team plans the agendas based on data collected from formal and informal student observation and direct classroom assessment of instruction and grades. The team utilizes on of the weekly session specifically focused on data review.	

		<b>Task Completed:</b>	09/10/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/17/2013
	Experience:		3/17/2013 The cohesiveness of the 9th grade teacher team has had a positive impact on school culture and the overall learning environment. The creation of grade level interdisciplinary teams has been expanded beyond this specific task to include similar meetings for 10th, 11th and 12th grade teams.
	Sustain:		3/17/2013 In order to sustain the positive momentum in this objective we need to continue the quality master scheduling efforts that allow for greater time for grade level team to meet and collaborate. Additional funding is also critically needed to acquire more teachers to add to each grade level team in order to offer a wider variety of classes and electives for all students.
	Evidence:		3/17/2013 The leadership team has documented agenda and deliverables from the 9th grade team meetings.

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently most 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. In specific there is evidence of a variety strategies such as whole group Socratic seminars, small cooperative learning groups, peer-group tutoring, independent advisory seminars, and Apex computer-based learning.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully realized, the teaching staff will regularly use the workshop instructional model, which will have multiple components geared toward a student centered lesson. In addition, instructional techniques and strategies will be a main topic of conversation during the collaborative planning process among grade level teams.	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Assess staff degree of expertise and experience with differentiating instruction and the workshop model.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/30/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>K01 - All teachers demonstrate sound homework practices and communication with parents. (1720)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/16/2013	
	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:	The school administration requires that teachers provide homework to students nightly. Communication is provided to parents with the use of Connect-ED (automated phone calls), parent letters, and parent-conferences. There is clear evidence that the homework is meaningful and a reinforcement of classroom instruction. It is the expectation that moving forward teachers implement multiple forms of communication to parents and find ways to bridge the home/school connection.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Students will be given homework on a regular basis as dictated by their respective class. In addition, communication channels will be open with parents, consistently following up on their son or daughters progress. When realized, 100% of parents will be contacted one time per quarter.	
	Target Date:	06/01/2012	
	<b>Tasks:</b>		
	1. Assessment of homework and communication practice		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The instructional team implemented the Engrade Pro online grading system that all teachers use to detail, track, assign and assess student progress. All parents are given a sign in to their individual student account that documents all assignments and grades assigned daily.	
	<b>Task Completed:</b>	<b>09/17/2012</b>	
	2. Report back on the results to the leadership team		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	10/01/2012	
	Comments:	The instructional technologist completed the task of ensuring all teachers were set up with Engrade accounts and that all students, parents and administrators have their own login to access the system.	

		<b>Task Completed:</b>	09/17/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 This objective was labor intensive on the front end to load all students from the DCPS STARS system into Engrade as well as to get the teachers to continually load assignments and grades into the system. The use of Engrade is highly effective and supports positive instructional practices in the school.
	Sustain:		3/16/2013 Teachers need to continually add class work and homework assignments into the Engrade system as well as assess and input grades for all students in their classes.
	Evidence:		3/16/2013 The engrade system creates reports that can document that this objective has been fully implemented.

### Turnaround Principles

#### Principle 3: Effective Use of Time

<b>Indicator</b>	<b>J04 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/22/2012
	Evidence:	Funds have been allocated to support all extended learning programs. Funds have been allocated for teacher compensation, meals, incentives for student attendance, compensation for academic tutors and support personnel. In addition, funds have been allocated for performance based bonuses for school staff if academic goals and student achievement targets are accomplished.

<b>Indicator</b>	<b>I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/24/2012
			<b>Objective Met</b> - 03/16/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All ninth graders are currently assessed to determine their grade level, giving all staff one initial data point to use. We also closely monitor the progress of ninth graders, especially in the first 20 days of school, due to the dangerous possible odds of dropping out. We also have identified certain students for targeted interventions, such as increased time and specific curriculum interventions (e.g. Read 180). Our on-site coach also employs training cycles for teachers, which include a pre observation discussion, the observation, and post visit debriefing.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully met, teachers will identify which students are at greatest risk for failing key subjects and take appropriate action to scaffold necessary supports to assist students with making academic progress. There also must be a system in place for identifying which interventions are working well, and which need to be improved. In addition, formal assessments will be given to determine where instruction should be adjusted.	
	Target Date:	11/15/2012	
	<b>Tasks:</b>		
	1. Departments will meet to determine their own respective standards based content.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The core academic departments have met and are working collaboratively to ensure all members are follow the CCSS standards and/or the DCPS content standards for their individual subject areas. Common assessments, lesson plans and learning objectives are used throught the core curriculums to promote continuity of instruction for all students.	

		<b>Task Completed:</b>	09/21/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 The leadership team monitored the department chair meetings where teachers discussed, reviewed and agreed upon common strategies, assessments and lesson planning to address the full content standards in their subject areas. This objective was fully met the teacher core with direction from administration.
	Sustain:		3/16/2013 Specific time needs to be set aside for departments to meet with written guidelines and the full curriculum present in order to continue planning, redesigning quality instructional materials and assessments as well as keep all teacher in one accord on the strategic instructional mission.
	Evidence:		3/16/2013 The department chairs have given the leadership team documented information on the tasks related to this objective.

<b>Indicator</b>	<b>I05 - All teachers employ effective classroom management. (1721)</b>		
<b>Status</b>	<b>Objective Met</b> 3/16/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/16/2013	
	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 is a school wide team effort focused on improving the overall academic climate and environment. Teachers are provided support from the school administration and discipline team to effectively manage and modify behavior. This is a work in progress due to the varied ability levels and social-emotional issues of the student body.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully met, the teaching staff be more focused on instructional strategies and techniques, as opposed to classroom management issues. As evidence, we will also have significantly fewer disciplinary incidents and referrals, and student achievement will improve.	
	Target Date:	06/01/2012	
	<b>Tasks:</b>		
	1. PD committee will asses degree of classroom management skill level.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/21/2012	
	Comments:	The Pd committee in conjunction with the department chairs have met to discuss school culture classroom issues and truancy as it relates to classroom instructional issues. Classroom management issues were looked beyond to find innovative solutions to increase the level or rigor and time on task during the instructional block.	

		<b>Task Completed:</b>	12/14/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/16/2013
	Experience:		3/16/2013 The critical information obtained from the PD team assisted in making policy and procedural changes to scheduling, the SST process to address academic issues and problems increasing rigor due to truancy and remediation issues.
	Sustain:		3/16/2013 Teacher will need more planning time dedicated to the review of formative and teacher designed assessments in order to sustain the current progress for this objective.
	Evidence:		3/16/2013 The PD team has documented notes on the outcomes of their meetings on this objective.

<b>Indicator</b>	<b>F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has intentionally designed the bell schedule revolve around teacher collaboration. Therefore, all teams of teachers have the opportunity to meet daily. One challenge is coordinating our efforts with DCPS, since it would be useful to offer whole day professional development sessions as an opportune time for teacher collaboration.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	In designing the master schedule for the building, adequate time for grade level collaborative planning will be incorporated. In addition, school's professional development committee, which will meet monthly, will determine the best course for planning professional development. Within, this considerations for adult learning will be paramount.	
	Target Date:	05/17/2013	
	<b>Tasks:</b>		
	1.	A written plan of action will be given to the master scheduler to ensure that collaborative grade level planning will be incorporated in the new A/B block scheduling for school year 2013-2014.	
		Assigned to:	[REDACTED]
		Added date:	04/12/2013
		Target Completion Date:	05/17/2013
		Comments:	PD team will meet and give an outline plan of topics for morning collaborative and grade level meeting.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>J01 - The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/22/2012	

Evidence:	Best practice and school based data were used in an effort to increase learning time by implementing a four-by-four block course schedule and an extended school day instruction. The block schedule increased the daily instructional periods from 45 to 80 minutes. In conjunction with the block scheduling double block courses in English and Mathematics were used to provide students with extended instructional time in core subjects. In addition to the block schedule an extended day has been implemented including after school tutoring and Saturday school. Research indicates that the implementation of these types of extended learning opportunities will close the achievement gap.
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<b>Indicator</b>	<b>J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/22/2012
	Evidence:	Partnerships with the following organizations and civic groups have been developed: Howard University, Verizon, White House tutors, The Links, Davis Family Foundation, City Year, and Access 411.

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 01/24/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the LEA provides strict professional development guidelines and topics. Due to the stringent guidelines the local school is limited in the ability to creatively design and implement targeted professional development specifically for extended learning.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this indicator is fully met, students who are the furthest below grade level in both English and Mathematics will receive the most instructional time possible. This would not only include extended learning opportunities during the day, but also the before or after school, and further enrichment on Saturdays. Within the subset of students furthest behind, we will see positive achievement growth in our PIA's as well as regular classroom assessments.	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Meet with the professional development committee to assess staff skill regarding extended learning time.		

		Assigned to:	██████████
		Added date:	03/30/2012
		Target Completion Date:	11/15/2012
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

## Turnaround Principles

### Principle 4: Curriculum, Assessment and Intervention System

<b>Indicator</b>	<b>H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	One aspect of our initial professional development plan was to have teachers work by subject area and grade level teams to prepare lessons & units in the extended period format. However, full day professional development days have been devoted to other topics. Our hope is to execute this plan at our earliest available opportunity.	
<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	Departments and staff teaching the same subjects will collaborate to plan standards based lessons. When completed, teachers will have not only lessons, but also common assessments which will allow teachers to accurately track student progress.	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Determine time line for planning for the remainder of sy 2010-11 and the summer.		
		Assigned to:	██████████
		Added date:	03/30/2012
		Target Completion Date:	05/15/2011
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The ninth grade at Dunbar is a structurally cohesive team that has a regular time to collaborate built into the master schedule. The team continually assess the progress of their students, re-grouping when necessary, and making other sound data based decisions. The team, realizing the vast difference in student abilities, also implements many different strategies to differentiate their instruction to meet all student needs.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teams of teachers will continually assess students to obtain valid data and use this student data to inform instructional decisions, use grouping strategies to meet the individual needs of students within the broader group context, design instructional tasks for each group to align with their respective educational goals, and use differentiated instructional strategies to include special education students in the general education curriculum. This will be evident when classroom teachers move to a more student centered classroom, and part of the regular conversation, both formal and informal about how the staff is moving student achievement forward.	
	Target Date:	02/15/2013	
	<b>Tasks:</b>		
	1. Assess current teacher use of differentiated instructional strategies.		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	06/15/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717)</b>		
<b>Status</b>	<b>Objective Met</b> 3/17/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/17/2013	
	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:	All teachers currently practice assessing their students, both formally and informally. As guided by the administration, all assessments are assessed on a regular and ongoing basis.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers will be using a variety of assessments, including district assessments, curriculum-based assessments, chapter tests, and classroom projects. Each of these assessments will provide various types of data to help us understand our levels of student achievement which will inform our classroom level instructional program.	
	Target Date:	06/14/2013	
	<b>Tasks:</b>		
	1. Survey teachers about most effective strategies in place now		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	06/14/2013	
	Comments:	The 9th v 10th grade instructional teams have completed this survey on effective strategies as an outgrowth of their team meetings. They are both currently implementing recommended best practices in their classes and positive results have been documented via the DPCS standardized PIA exams.	
	<b>Task Completed:</b>	<b>05/08/2013</b>	
	3. Survey teachers about most effective strategies in place now		
	Assigned to:	[REDACTED]	
	Added date:	03/18/2013	
	Target Completion Date:	06/14/2013	
	Comments:	The 9th v 10th grade instructional teams have completed this survey on effective strategies as an outgrowth of their team meetings. They are both currently implementing recommended best practices in their classes and positive results have been documented via the DPCS standardized PIA exams.	

		<b>Task Completed:</b>	05/08/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/17/2013
	Experience:		3/17/2013 This objective was critical to set the foundation of the instructional plans for the 9th and 10th grade academies. Teachers dedicated their common planning period to collaborate, devise high quality rigorous assessments that were based on the standards and individual learning objectives. The teams also track and reviewed student achievement data in order to ascertain the area in need of re-teaching which proved successful per the PIA standardized testing results.
	Sustain:		3/17/2013 Continued work with master scheduling, team grade level grouping and collaboration and the dedicated time to assess data will be needed to sustain this objective. More funding to acquire more teachers that can expand the classes and electives will also be needed.
	Evidence:		3/17/2013 The 9th and 10th grade teams have documented agendas, data on PIA scores and deliverables on this objective

## Turnaround Principles

### Principle 5: Effective Use of Data

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

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/24/2012
	Evidence:	Dunbar administration provided professional development to aid teachers in using extra school time and extended learning blocks effectively. The school day has been revamped to support students who need the additional support with extended literacy and extended instructional time in mathematics. A plan for monitoring the progress of the extended learning time as well as continuous improvement is in place. The plan is being monitored by the school administration and instructional coach.

<b>Indicator</b>	<b>C05 - The principal collects and acts on data from a variety of sources and in a timely manner. (1666)</b>
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<b>Status</b>	<b>Objective Met</b> 3/15/2013
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/20/2012
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		<b>Objective Met</b> - 03/15/2013
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	Currently the principal collects and acts on the following data sources: paced interim assessments, report cards, attendance, discipline logs, Engrade, student grades, report card conferences, collaborative learning cycles, and individual learning cycles.
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<b>Plan</b>	Assigned to:	
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	How it will look when fully met:	The instructional design team will identify which students are at risk for difficulties and or failures with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk. We will employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes. The use of formative assessments will be used to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding.
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	Target Date:	08/01/2012
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	<b>Tasks:</b>	
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	1. Development of an instructional design team Create a system to track and identify students at risk Development of formative assignments	
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	Assigned to:	
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	Added date:	03/29/2012
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	Target Completion Date:	08/01/2012
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		Comments:	The instructional design team was created and is in full implementation. The instructional design team meets regularly to assess student data, create formative assessments, and implement plans to increase student engagement and achievement.
		Task Completed:	08/01/2012
	2. Development of an instructional design team Create a system to track and identify students at risk Development of formative assignments		
		Assigned to:	
		Added date:	03/29/2012
		Target Completion Date:	08/01/2012
		Comments:	The Instructional Technologist position was created to lead the instructional design team and closely monitor and track data and progress.
		Task Completed:	08/01/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/15/2013
	Experience:		3/15/2013 The instructional design team has been fully implemented. It has been effective at tracking and monitoring students achievement, attendance and behaviors that affect academic outcomes.
	Sustain:		3/15/2013 The retention of staff and the continued full implementation of the instructional design team's meeting, monitoring and assessment schedule is critical to sustain current gains and efforts.
	Evidence:		3/15/2013 The instructional design team has assisted the academic program in creating effective smaller learning groups that are showing positive gains on paced interim assessments and other key data points that chart student achievement.

<b>Indicator</b>	<b>H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)</b>		
<b>Status</b>	<b>Objective Met</b> 3/17/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
		<b>Objective Met</b> - 03/17/2013	
	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:	The district provides a wealth of information after students complete the Paced Interim Assessments every 6 weeks. By analyzing the data, it is clear which teachers are appropriately teaching which standards, and also, which students are comprehending or having difficulty with particular standards.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Similar to the current year, teachers will be using the common core as a guide. Progress on meeting standards and benchmarks will be evident in our PIA indicators, which are given every six weeks. In aligning our instructional practice, scores on these PIA assessments will naturally grow and show increased student achievement.	
	Target Date:	11/01/2012	
	<b>Tasks:</b>		
	1. Review our PIA progress from sy 2011-12 and determine the degree of alignment with standards and benchmarks with an eye towards planning for sy 2012-13		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:	The 2011-2012 PIA data has been loaded on the data dashboard in order to view and assess last year's progress towards planning and implementation on the current year's strategic instructional plans.	

		<b>Task Completed:</b>	09/07/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/17/2013
	Experience:		3/17/2013 This task was labor intensive in the data input of 6 PIA exams including the DC CAS for each student however the data review was very helpful. The current school year's PIA results have shown a marked improvements greatly to due this intensive data review which aid in the strategic instructional plans.
	Sustain:		3/17/2013 More time spent collecting, reviewing and analyzing assessment data is necessary to continue the positive results seen in this objective.
	Evidence:		3/17/2013 The leadership team has a data dashboard to document the collection and review of the PIA data.

**Turnaround Principles**

**Principle 6: School Culture and Climate**

**Indicator**     **F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)**

**Status**        **Objective Met** 3/17/2013

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012
		<b>Objective Met</b> - 03/17/2013

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:	In our ninth grade & twilight teacher teams, we are working to build this collaboration. As part of the plan to move to small learning communities, all teaches will part a specific professional learning community by sy 2013-14.
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<b>Plan</b>	Assigned to:	
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How it will look when fully met:	Dunbar will create a multifaceted professional learning community that will focus on academic achievement, wrap around social emotional services and fostering a global awareness through community activism. Teachers will collaborate and partner with local universities to obtain ongoing training and development to enhance their teaching skills. Students will be provided a comprehensive education that offers high impact courses taught be highly qualified teachers, extended day tutorials, experiemental field trips, academic clubs and extracurricular sports towards educating the whole child. Related educational support providers will design programs and outreach services that extend beyond the classroom towards increasing social emotional wellbeing of each student learner.
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Target Date:	09/20/2012
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**Tasks:**

1. Staff will collborate and write a detailed plan with assigned sponsors on the types of academic clubs, tutoring and extracurricular sports teams that will be offered next year at Dunbar.
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Assigned to:	
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Added date:	03/29/2012
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Target Completion Date:	06/14/2012
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Comments:	The extracurricular sports and academic clubs have expanded their offerings and increased their student participation. Each team and club has created a mission statement and brief summary of their activities.
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		<b>Task Completed:</b>	12/21/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		3/17/2013
	Experience:		3/17/2013 This objective was re-organized and streamlined in order to better coordinate and monitor the quality the programs/teams. Students are fully engaged in both extracurricular clubs and sports which reaches a wider audience.
	Sustain:		3/17/2013 Teachers and coaches need the necessary equipment, supplies and monetary resources to continue offering their individual programs to the students.
	Evidence:		3/17/2013 The summaries on each sport and club have been written and collected for documentation and payroll reimbursement purposes.

### Turnaround Principles

#### Principle 7: Effective Family and Community Engagement

<b>Indicator</b>	<b>J02 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)</b>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/22/2012
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	Evidence:	Assessment results indicated a need for increased instructional time in English and Mathematics, increased instructional time during the daily course schedule, standardized test preparation, and targeted academic support for low-performing students. The following strategies and programs were identified for implementation: Four-by-Four block daily schedule, after-school tutoring, Saturday school, lesson planning and instructional strategies for block scheduling professional development for teachers, and double block English and Mathematics scheduling for low-performing students. Partnerships with the following organizations and civic groups have been developed: Howard University, Verizon, White House tutors, The Links, Davis Family Foundation, City Year, and Access 411.
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<b>Indicator</b>	<b>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)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/22/2012
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	Evidence:	Extended learning programs have garnered enthusiasm among students with incentive offerings for attendance and regular communication via signage throughout the building and public announcements. Additional funds have been earmarked to compensate teachers for participation in extended day programs. Partnerships with local universities who participate in collaborative planning and provide human resources to support extended learning programs. In addition, partnerships with well known corporations and nonprofit groups have created increased enthusiasm with parents and students. Weekly newsletters, regular phone messages, and an updated website provide regular communication to all stakeholders.
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<b>Indicator</b>	<b>J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/22/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the administration consisting of the principal and assistant principals have been the primary leads in networking and developing partnerships. The LEA has been limited in their ability to develop partnerships with external organizations. The LEA has been involved in collaborative planning once partnerships have been developed by the administration assisting the school leaders with implementation and logistics.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school will have well-defined, valuable partnerships that will support the overall school goals. These organizations will be complimentary, either assisting students directly, or the mission of the school. When fully met, the partners will report to the school leadership team and discuss the value they are adding to the school improvement effort. This value should be both anecdotal and data-driven.	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Meet with the school leadership team and assess current partnerships		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/31/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/24/2012	
	Evidence:	The Office of School Turnaround has been assigned to Dunbar to support the school throughout the transformation process. Office of School Turnaround assists with the execution and implementation of the work plan and communication with stakeholders. This office meets with the school on a consistent basis to maintain the initial efforts and always provides clear and concise expectations.	

<b>Indicator</b>	<b>K03 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/24/2012	
	Evidence:	The LEA took swift and bold actions to remove the former ineffective management team and restored the formal principal. This move enabled the school community to begin the turnaround process and immediately changed the school climate and culture. Additionally the principal was given full autonomy to choose staff, align budget priorities, and create a partnership with Access 411.	

<b>Indicator</b>	<b>K04 - The LEA/School has engaged parents and community in the transformation process. (1649)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Dunbar has engaged the parents and community in a series of School Improvement and Vision Quest meetings to explain the transformation process. Personal outreach efforts have included home visits by the school attendance officers, school social workers, and Special Education Teachers. Several community events support the communication to parents of the transformation process. Teaching staff collaborate with outside organizations and integrate in-school and out of school learning standards that are aligned to the curriculum.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully met, the community will be an integral aspect of the building. There will be a visible presence of parents greeting guests at the door offering assistance to visitors, as well as a parent patrol what will regularly patrol the neighborhood before and after school. We will also have a community coffee hour with the principal on a monthly basis.	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Meet with parent coordinator to determine timeline for setting up parent patrol		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	05/01/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

<b>Indicator</b>	<b>K05 - The LEA/School helps stakeholders overcome resistance to change. (1652)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Dunbar has created a turnaround campaign to support turnaround efforts. The school engages the community at monthly (SIG) meetings in an effort to provide the community with an opportunity to have an impact on the design and implementation of restructuring strategies. The school has initiated partnerships with organizations that support student achievement and social emotional health.</p> <p>A part of the change process is weekly smaller learning community development meetings. A great deal of time has been devoted in staff meetings explaining the transformation model and process.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Our school community will constantly be in communication about change, and how we are moving in a positive direction for the better. Our PD, our staff meetings, and other faculty events will constantly have this theme in as a backdrop. Conversations will change from the "gotcha" mentality to the data-driven, "how can we move our kids" discussion. In addition, teacher PD will focus on raising student achievement through improved instructional practice.</p>	
	Target Date:	06/01/2013	
	<b>Tasks:</b>		
	1. Meet with school leadership team to asses status of staff		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	08/30/2012	
	Comments:		
	2. Develop timeline for promoting change to SLC/school transformation sy 2012-13		
	Assigned to:	[REDACTED]	
	Added date:	03/30/2012	
	Target Completion Date:	09/30/2012	
	Comments:	[REDACTED]	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	