

# Comprehensive Plan Report

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

December 03, 2013

**Garfield ES-1** NCES - 110003000165

District of Columbia Public Schools

## SIG Implementation Indicators

Key Indicators are shown in **RED**.

### Turnaround Principles

#### Principle 1: School Leadership

<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>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/10/2011
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Evidence:	<p>We spend about 80% of the day conducting formal and informal classroom observations. We also conduct Learning Walks with the Instructional Superintendent and learning walks with the entire staff. We use feedback from each type of observation to increase student achievement and improve instructional design and delivery. Follow-up meetings are always held either school-wide or with individual teachers where constructive feedback is given and reflective questions are asked and answered.</p> <p>Aim is to build fidelity to DCPS implemented instructional programs in the school:</p> <ul style="list-style-type: none"> <li>• Use of Foundations fidelity checklists to do classroom observations during phonics blocks; follow-up conversations through shared checklists copied or through oral feedback; and, use of data for next step planning through centrally offered professional development and/or fidelity visits from company representatives</li> <li>• Use of Tools of the Mind fidelity checklists to do classroom observations during phonics blocks; follow-up conversations through shared checklists copied or through oral feedback; and, use of data for next step planning through centrally offered professional development and/or fidelity visits from OECE</li> <li>• Although Garfield is no longer a School-wide Application Model (SAM) School, we continue to implement the best practices from the model, such as, Data Driven Instruction, Inclusion, PBIS, Tiered Interventions, Community Engagement.</li> <li>• Use of DCPS IMPACT tool to evaluate all staff performance: classroom-based 3 times per year and non-classroom-based two times per year. Post-conference with all employees after all formal and informal evaluations.</li> <li>• Informal classroom visits by administrators and/or academic leadership team with oral and/or written feedback after visits. We use a variety of observation tools that have specific focuses in reading and math, such as the Foundations Fidelity checklist, Tools of the Mind Fidelity checklist, guiding reading observation checklist and the gradual release model checklist for math which has been aligned to the CCSS.</li> <li>• Debriefing sessions by academic leadership team to review data and form next steps for visits, grade level team meetings, faculty meeting professional developments or conversations with individual staff members.</li> </ul>
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<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> 01/10/2012

	Evidence:	<ul style="list-style-type: none"> <li>• IMPACT evaluation system gives clear timelines for implementation from professional development to the actual dates in each evaluation cycle.</li> <li>• Garfield had 100% completion of CYCLE 1 impact with recognition from IMPACT office for our completion on time.</li> <li>• Work is ongoing there are still 2 cycles through June 2013.</li> <li>• Work to use disaggregated data to form next steps of instruction for teacher through additional professional development.</li> <li>• Use data from Teach 2, 3 and 7 to continue work in TLF areas that were a part of the SIG grant recommendations through collaborative and professional development</li> <li>• Focus walks by administrators and Academic Leadership Team on specific academic areas in reading and math; use this data by Academic Leadership Team to make recommendations of next steps for collaborative morning sessions</li> <li>• Debriefing sessions by academic leadership team to review data and form next steps for visits, grade level team meetings, faculty meeting professional developments or conversations with individual staff members. *TAS</li> </ul>
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<b>Indicator</b>	<b>D03 - The principal provides timely, clear, constructive feedback to teachers. (1676)</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 01/10/2012
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	Evidence:	<ul style="list-style-type: none"> <li>• Feedback given through oral conversations about each informal classroom visit.</li> <li>• Follow-up then comes in written format (feedback sheet; certificate; email; written plan of action; scripted conversation of the lesson.)</li> <li>• Demonstration, modeling of lessons might follow depending on need.</li> <li>• Defined focus walks by administrators and ALT on specific academic areas in reading and math.</li> <li>• Setting up peer observations in other schools for observing practices. Teachers may be accompanied by instructional coach and/or specified observation checklist to use during visit. Next steps are considered upon return.</li> <li>• Teachers sign-up or are recommended for participation in ILC and CLC.....for 6-week period or longer with five growth goals set.</li> <li>• Monitoring instructional coach cycles to correlate with above recommended growth goals.</li> <li>• Staff recognitions through certificates, Kudos To- accolades in staff bulletins, school-wide shout outs, personal notes or cards mailed to staff on achievements, oral statements to staff members during collaborative and other meetings.</li> </ul>
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<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>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/23/2012
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	Evidence:	<ul style="list-style-type: none"> <li>• Feedback given through oral conversations about each informal classroom visits; follow-up then comes in written format (feedback sheet; certificate; written plan of action; scripted conversation of the lesson; and, defined focus walks by administrators and instructional coaches on specific academic areas in reading and math.</li> <li>• Informal classroom visits by administrators and/or academic leadership team with oral and/or written feedback after visits</li> <li>• Garfield is a School-wide Application Model (SAM) School. Regular visits from DCPS team and Kansas Team to use SAMAN and SET checklists to do school-wide visits; parent-student-faculty interviews; observation of practices; immediate follow-up debriefing of leadership team; and, final submission of written report using set scale for performance.</li> <li>• Use of DCPS IMPACT tool to evaluate all staff performance: classroom-based 3 times per year and non-classroom-based two times per year. Post-conference with all employees after all formal evaluations</li> <li>• Coaches receive local school and central feedback on their performance in the coaching cycles.</li> </ul>
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<b>Indicator</b>	<b>C03 - The principal is a change leader. (1664)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/10/2012
	Evidence:	<ul style="list-style-type: none"> <li>• Clear &amp; Focused Mission: School mission has been developed and revised by local school advisory team. Mission is clearly posted in each classroom; stated by students each morning as part of morning opening; referenced in faculty meetings and professional development sessions; and, posted in both weekly and parent update newsletters.</li> </ul> <p>Mission focuses on moving the mountains with a united effort. The mission of Garfield Elementary School is to educate our children by teaching, encouraging and applauding their achievements and efforts. We will use data-drive decisions, mosaic of the arts, rigorous academic instruction and interventions to support their learning. Our work will start them on the path towards readiness for college and a rewarding career path.</p> <ul style="list-style-type: none"> <li>• Focused work over the past 3 years to improve school climate. There is clear evidence of a reduction in student suspensions; increased use of Positive Behavior Intervention Supports (PBIS) strategies; school-wide rules; school-wide matrix of look likes and consequences and incentives.</li> <li>• In 2010, Garfield's entire staff had the opportunity to reapply for their positions or seek positions elsewhere in the DCPS or outside of the District. Four of the teaching staff were selected to remain. Since that time due to budget cuts, one of the teaching staff elected to accept a full-time position in another school instead of remaining here in a part-time capacity.</li> </ul> <p>Higher expectations for staff and student performance. Clear expectations for staff performance through IMPACT evaluation implementation. More work is being done to use rubrics and</p>

performance tasks for determining whether students have met given standards. This work is ongoing through our Teach 3 professional development and grade level and faculty meeting review of student work and determining whether it is rigorous and challenging for students.

- A school-wide master schedule has been developed in collaboration with the School Chapter Advisory Council (SCAC) to ensure that system-wide initiatives for time are set. A 90 minute shared/guided reading block; 30 minute (Grades 1-3) and 20 minutes (Grades 4-5) phonics block; 20-25 minute writing block; 90 minute math block-including Math Games (Grades 1-5); and social studies and science blocks (2-3 times per week) are inherent. Students in Grades Preschool - Kindergarten have set schedule time-blocks in the implementation of Tools for The Mind.

- Feedback given through oral conversations about each informal classroom visits; follow-up then comes in written format (feedback sheet; certificate; written plan of action; scripted conversation of the lesson; and, defined focus walks by administrators and instructional coaches on specific academic areas in reading and math.

- In 2011, our school improvement grant afforded us the opportunity to purchase City Year. City Year is an education focused, nonprofit organization that unites young people of all backgrounds for a year of full-time service to keep students in school and on track to graduation.. The program provides intervention in 7 classrooms during reading and mathematics periods; tutors for intervention groups; lunch bunch mentors; and, facilitation of after school specialty areas.

Focused work over the past three years to increase positive Home-School Relations has taken place.

- School maintains a current website linked to the District's website: [dcps.dc.gov/Garfield](http://dcps.dc.gov/Garfield).
- School uses Connect Ed: Blackboard to consistently notify parents of District and school events.
- School distributes weekly parent newsletter in Tuesday folders; parents sign sheet in the folder to acknowledge receipt and return to school on Wednesday.
- School sends home at least 2 per child positive post-cards.
- Garfield participated in Parents as Partners parent leadership program 2009-2011. This partnership provided parent leadership training over a period of 9 weeks with parents focused instruction on job seeking preparedness; helping my child at home; and. using community resources.
- In the Fall of 2011, Garfield received \$1,000 grant from Multicultural Community Service (MCS) for support of March 2012 Dr. Seuss night.

- Garfield partners with community-based organization Turning the Page to provide parent workshops on school initiatives. These sessions are held 4 per semester and include 1 author night where a local author shares his/her work with parents through conversation and dissemination of autographed books to families.

- Garfield partners with community-based organization Flamboyant Foundation. This organization has worked directly with our family engagement committee to help focus our work. We have developed a school-wide plan that targets building positive relationships with families and in using that relationship to follow-up with data meetings to share with parents where their child is performing in comparison to classmates and to provide strategies and materials that can be used. Our objectives are: 1) Educators learn from and about families to support learning in the classroom; 2) Educators support learning in the classroom through opportunities for parents in workshops, observations and other family training and, 3) Educators provide guidance and support to families to develop the beliefs, knowledge, and behaviors that will support their child's achievement.

In 2010-2011, Flamboyant supported the school with a \$10,000 grant and in 2011-2012, we were supported with grant funding up to \$52,000.

Garfield Elementary has a robust home visit program in place, and Flamboyant Foundation is excited to support Garfield teachers in this work. Home visits are voluntary for both parents and teachers. Teachers are encouraged to schedule visits ahead of time, conduct them in pairs, and typically aim for about 30 minutes of discussion. The first visit is focused on relationships while the second visit is focused on communicating about student learning. Lead teachers on the home visit may be accompanied by another teacher, paraprofessional staff (i.e., teacher aides), or, if needed, an administrator.

Frequent Monitoring of Student Progress: The Academic Parent Teacher Team (APTT) model replaces traditional conferences with three group data-sharing meetings and one individual meeting. APTT group meeting takes place three times per year, and involves parents and teachers setting academic goals; teacher sharing classroom and individual data; and, teachers providing materials for parents to do learning activities at home. An individual APTT conference can follow where teachers and parents hone in on individual student skills and plan specifically for that child.

Data meetings were funded in our School Improvement grant to devote a 2-hour period monthly to review student data and form next steps. These meetings can focus on paced-interim assessment data, Mclass text reading and comprehension (TRC) data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, student work, etc.

Checkpoint assessments are completed every two weeks to help teachers gauge student progress on identified standards on the paced interim assessment. In addition to the three times annual administration of TRC, teachers assess students mid-way through the period to check for growth. Anecdotal records are maintained from daily guided reading groups. For students who fall below benchmark level in DIBELS, students testing at intensive levels are progress monitored every two weeks and those at strategic levels every three to four weeks.

Early childhood classrooms maintain data and anecdotal records in the Teaching Strategies GOLD® online. Teachers have been given video cameras where they can capture students at work. This is extremely helpful where actual paper/pencil documentation is not available to show student learnings in centers.

Prior to the current administration, Garfield had two existing partnerships. The first with Heads Up, a community based afterschool program. This partnership had many transition of leadership and ownership of the company from 2009 to 2011. This lead to much inconsistency and struggles to maintain program capacity. At the end of the school year, we requested to not be a participant in the program during 2011-2012.

- We also had a partnership with Turning the Page for the past 10 years. Turning the Page hosts eight community nights to help parents instill a lifelong love of reading and learning in children, the foundation of academic success. TTP hosted 56 Community Nights this year, featuring parent workshops, read-alouds with children and author visits. Community Nights are fun and interactive evenings that include parent workshops, child mentoring, book giveaways, and a family dinner. These events help schools make stronger connections with their students' families and support parents as their children's most important teachers

- Turning the Page leads full teacher and staff PD sessions, so that all school-community stakeholders can more effectively engage parents around what matters most: student learning. TTP helps schools develop strategies and plans that will help build trust with parents and ensure that a broad cross-section of parents (including "hard to reach" parents) participate actively in their children's education – both at home and at school.

- In School Year 2010-2011, we received Title I parent engagement grant in collaboration with a neighboring school, TTP was able to provide professional development to Garfield on how to engage parents surrounding a targeted school challenge. Teachers developed communications and engagement plans to improve their school community.

- We also developed a new partnership between Garfield, Turning the Page, and the Institute of Medicine. The partnership has proven to be a phenomenal match up. Garfield completed an application with IOM outlining our goals for science education. After initial meetings, there were plans to refurbish and purchase FOSS kits for Garfield. Not only will new kits be purchased, but there will also be training for teachers to ensure that these kits are being used properly. In addition to this contribution, Garfield was also given the opportunity to provide an extravagant science night to families, friends, and staff. Science night was held in 2011, with about 151 registered families for the event. There were age friendly experiments for ages preK-5th grade. Experiments were ran and staffed by IOM employees, and Garfield faculty and staff also lent a helping hand. The night's biggest

attraction was the child size pool filled with a mystery substance that students were given the chance to get up close and personal with. Each child was provided a bag of take home experiments and a RIF book to share with their families.

The Administrator has worked tirelessly in using community resources to enhance the instructional program and the climate of the school.

- Alliance de Francaise, Washington, D.C.: In 2010-2011, Garfield linked partnership with the Alliance de Francaise, Washington, D.C. to bring weekly French instruction to our Grade 3 students. All materials and funding for salary for the instructor were donated to the school. One student and her mother had the unique opportunity to go to Monaco, France to attend the junior jury of the circus. The partnership was expected to grow in the 2011-2012 school year with French instruction in Grades 3 and 4. The hours and funding for materials and instructor were funded at the Alliance de Francaise, Washington, D.C.. The program began in August 2011 but was suspended by the Instructional Superintendent in October 2011 (while the principal was on medical leave) and has not been reinstated.

- Parents as Partners parent leadership program 2009-2011. This partnership provided parent leadership training over a period of 9 weeks with parents focused instruction on job seeking preparedness; helping my child at home; and. using community resources. In the Fall of 2011, Garfield received \$1,000 grant from Multicultural Community Service (MCS) for support of March 2012 Dr. Seuss night.

- DC Arts and Humanities Collaborative: Every Garfield Elementary School student has the opportunity to participate in a metropolitan Washington cultural experience through visual arts, musical, dance and/or drama performances. Tickets and transportation to and from the event are provided through this partnership. Linked to this is the opportunity to participate in the annual European festival of events that brings hundreds of country performances to our city. Students are able to attend performances with tickets and transportation also provided. For the past two years, we have had artists in residence at our school for performances and/or week-long residencies with students.

- Washington Performing Arts: Embassy Adoption Program: In 2009-2010, our adopted program was Sweden and in 2010-2011, it was Sweden. The program provided a direct linkage to a metropolitan area Embassy. Classroom visitations were made to the school with a cultural event planned. Although a partnership was initiated again in August 2011, there was no follow-up in the principals' medical leave of absence of the program.

- Everybody Wins Storytime: The StoryTime program brings authors, storytellers and various performing artists to the schools to visit with Kindergarten, 1st, 2nd and 3rd-grade students. Each participating student will have the opportunity to see a performance during the school year. Their intent is to provide a meaningful and enriching experience for the

children, while emphasizing literacy and connecting the storytelling experience to the power and importance of reading. At the end of each StoryTime performance, each student will be given the opportunity to select a brand new book to take home. In 2010-2011, Garfield welcomed Everybody Wins: Storytime to the school. We received one performance of a local storyteller. Each student received a book after the program. In 2011-2012, Garfield expects to have three opportunities in this program.

- Live It Learn It boosts academic achievement and motivation for fourth and fifth grade students by supplementing conventional classroom instruction with rigorous, academically focused trips to DC's world-class resources. Live It Learn It ignites students' curiosity and potential by leveraging the DC's incredible resources as instructional tools, to interrupt the cycle of disengagement and underachievement in high-poverty schools. Each class participates in three academic programs with Live It Learn It - one in each of our three Core Content areas. All Live It Learn It programs are designed and implemented to ensure that every student - regardless of skill level or learning style - walks away with a command of challenging new academic concepts, a far deeper understanding of the connection between schoolwork and the world around him/her, and a newfound level of excitement and inspiration about learning.

- The U.S. Chess Center teaches chess to children as a means of improving their academic and social skills. The Center taught chess to children in the at Garfield during 2009-2011 school years. Program includes an instructor to Grade 4 and 5 classrooms for forty five minute periods. Tournaments are scheduled between schools as transportation allows. Program was scheduled to begin this year; however, during the administrator's medical leave of absence, there was no follow-through to ensure scheduling completion.

- Garfield applied to be a Reading is Fundamental school in 2010 and was accepted. Three times per year RIF provides new, free books for all students to choose from and make their own.

- Garfield applied to be a Six Flags Read to Succeed Program school in 2009. This year will be our third year of participation. This educational program from Six Flags and Discovery Education inspires K-6 students to engage in recreational reading. Students who complete six hours of recreational, non-school-related reading are eligible to earn a free admission ticket to a participating Six Flags theme park.

- Garfield has also focused on increasing nutritional opportunities for students. We were the first DCPS school to implement the Breakfast in the Classroom program. Two years ago, we added the Fresh Fruits and Vegetables program. Students in the afterschool program also receive a supper meal.

- We have participated in Farm to School program; SNAP: Supplemental Nutrition Assistant Program for early childhood

classes. In 2011, students participated in the Girls on the Run program. Our physical education instruction is guided by our pilot participation in 2009 in the SPARK: Students Promoting Awareness of Research Knowledge: Carol M. White Physical Education Program (PEP). In 2011, Grade 4 and 5 classrooms participated in the Sweetgreen nutrition classes.

- In 2010-2011 school year, we received a partnership with the Department of Mental Health to provide a full-time social worker and a part-time trained primary project for early intervention with kindergarten and grade 1 students.
- In 2009-2011, Garfield was adopted by Paul, Hastings, Janofsky & Walker LLP law firm. This partnership has provided books, computers and mentors to the school. Volunteers are currently skyping in daily to tutor grade 1 students in reading. The firm has been actively engaged with the Parent Teacher Association in our annual enrollment carnival day.
- In 2009, Garfield began a partnership with Operation Santa Success/Department of Education. Student names are affixed to an angel tree and selected. Each student receives a holiday gift from an adopted family.
- In 2010, Garfield began a partnership with Heart of America to provide book distributions for the school. For the past two years, Capital Book Share has provided a book give-away for teachers to build classroom libraries. In 2011, Garfield was offered the wonderful opportunity to apply for the Target/Heart of America library giveaway and WON! We received a brand-new (two room) state of the art library with 2,000 new books, Smart Board and 10 I-Pads. Each student received 7 brand new books to take home. Monthly, in collaboration with Meals for Minds and Capital Area Food Bank, each student receives 22 pounds of food to take home.
- In 2011, First Baptist Church of Glenardan expressed an interest in partnering with the school. They elected to write positive "do your best" letters for students during the standardized testing period. This program will continue in 2012.
- In 2011, we were adopted by DC Scores. DC SCORES builds teams through after-school programs for over 800 low-income DC youth by instilling self-expression, physical fitness, and a sense of community. This after school program is coupled with a poetry writing program. Students have the opportunity to participate in poetry slams and weekly soccer matches.
- In 2011, we began a partnership with the J.F. Kennedy Center for the Performing Arts. Students have the opportunity to participate in a metropolitan Washington cultural experience through visual arts, musical, dance and/or drama performances. Tickets and transportation to and from the event are provided through this partnership. Students are able to attend performances with tickets and transportation also provided. This year, we have two artists in residence who are working with four teachers to integrate the arts into their instructional program. Opportunities for professional

development are also available for teachers at low-to no expense. Our arts teams is currently developing an arts plan for implementation in school year 2012-2013.

<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 01/10/2012
	Evidence:	<ul style="list-style-type: none"> <li>• Clear &amp; Focused Mission: School mission has been developed and revised by local school advisory team. Mission is clearly posted in each classroom; stated by students each morning as part of morning opening; referenced in faculty meetings and professional development sessions; and, posted in both weekly and parent update newsletters. Team worked to develop comprehensive school plan objectives/activities/evaluations and with the development of the School Improvement Grant.</li> </ul> <p>Mission focuses on moving the mountains with a united effort. The mission of Garfield Elementary School is to educate our children by teaching, encouraging and applauding their achievements and efforts. We will use data-drive decisions, mosaic of the arts, rigorous academic instruction and interventions to support their learning. Our work will start them on the path towards readiness for college and a rewarding career path.</p> <p>Parents are encouraged to enroll their children in free supplementary educational services (SES) programs and in our School Improvement Grant Rumbling Rams testing program.</p> <p>Communication with central office to inform community of turn-around decisions were made within the two week timeline for interview of current staff (2010). Follow-up to staff from central was timely. In 2011-2012, the current administrator held a local school advisory team meeting and community meeting to announce the assignment of a new principal in the 2012 school year. Announcement for follow-up meeting for week of January 22 has also been announced.</p> <ul style="list-style-type: none"> <li>• Focused work over the past 3 years to improve school climate. There is clear evidence of a reduction in student suspensions; increased use of Positive Behavior Intervention Supports (PBIS) strategies; school-wide rules; school-wide matrix of look likes and consequences and incentives.</li> <li>• In 2010, Garfield's entire staff had the opportunity to reapply for their positions or seek positions elsewhere in the DCPS or outside of the District. Four of the teaching staff were selected to remain. Since that time due to budget cuts, one of the teaching staff elected to accept a full-time position in another school instead of remaining here in a part-time capacity.</li> <li>• Higher expectations for staff and student performance. Clear expectations for staff performance through IMPACT</li> </ul>

		<p>evaluation implementation. More work is being done to use rubrics and performance tasks for determining whether students have met given standards. This work is ongoing through our Teach 3 professional development and grade level and faculty meeting review of student work and determining whether it is rigorous and challenging for students. Administrators participate in DCPS Principal Academy, Cluster Meetings and School Improvement Grant meetings to learn new research-based ideas to bring back to implement in school.</p> <ul style="list-style-type: none"> <li>• Clear expectations for performance and time and attendance are shared with all staff through guidelines in writing in faculty and staff handbook. Bulletin and posted daily announcements reinforce these areas. Staff accolades and/or oral or written letters of adverse action follow as warranted. Follow-up conferences to explain expectations occur. IMPACT evaluation areas under core professionalism (attendance, tardiness, following policies and procedures and respect) are cited as needed.</li> </ul>
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<b>Indicator</b>	<b>C06 - The principal, after reviewing the data, seeks quick wins. (1667)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/10/2012
	Evidence:	<ul style="list-style-type: none"> <li>• Accolades are given verbally and through certificates and bulletin announcements for student/staff meeting goal targets for assessment and performance. A hallway bulletin announces these achievements to the community as a whole.</li> <li>• Benchmark assessment gains and TRC and DIBELS gains are celebrated verbally and through certificates and bulletin announcements for student/staff meeting goal targets</li> </ul>

<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>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/10/2012

Evidence:	<p>A functional Local School Advisory Team (LSAT) has been operational at Garfield since 2009. Although the name has changed from Restructuring to Advisory, the team has reviewed and revised the school vision and mission; reviewed school-wide testing and attendance data; helped to develop schools' Comprehensive School Plan; monitored plan and made recommendations for modification; helped to make budget and staffing recommendations; and, met at least once a quarter each year. Minutes from the meetings are posted on the staff website and the school website for transparency of work. LSAT meetings are posted and announced to allow observers to attend meetings.</p> <p>A functional School Chapter Advisory Council (SCAC) has been operational at Garfield since 2009. The group of Washington Teacher's Union(WTU) members has the opportunity to meet individually as a group monthly in the school and monthly with the Administrative team as requested. To date, there has not been one grievance filed on behalf of the membership for violations of the WTU contract.</p> <p>Grade level teams meet weekly to plan and discuss upcoming instructional units and themes. Opportunity to dialogue with school administrators takes place during these meetings.</p> <p>For the two years prior, the Academic Leadership Team consisted of the two instructional coaches. This year, the early childhood lead teacher and the data team lead teacher have been added. This team meets weekly to discuss school initiatives, plan focus walks, review data and make recommendations for next steps.</p> <p>There are many, many functional school committees in the school. Staff take leadership in serving as chairpersons and recorders of the committees. They plan activities tied to our Comprehensive School Plan.</p>
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<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> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 09/29/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	For the two years prior, the Academic Leadership Team consisted of the two instructional coaches. This year, the early childhood lead teacher and the data team lead teacher have been added. This team meets weekly to discuss school	

initiatives, plan focus walks, review data and make recommendations for next steps.

In 2011, DCPS implemented a new peer coaching model for instructional coaches. These sessions focus on building capacity in Teach areas in the classroom. One-on-one sessions can include modeling, demonstrations and side-by-side coaching. Debriefing sessions are held weekly.

Grade level chairpersons take leadership responsibility in bringing team questions, professional development needs, ideas and theme sharing to collaborative team and academic leadership team meetings.

There are many, many functional school committees in the school. Staff take leadership in serving as chairpersons and recorders of the committees. They plan activities tied to our Comprehensive School Plan.

Principal participates in strategic leadership team under the Flamboyan Foundation. Monthly meetings take place to review data; brainstorm with other educational colleagues on next steps and ideas they are using; and, to develop mini-action plans to test and try out. Next meetings follow up on these areas.

Aim is to build fidelity to DCPS implemented instructional programs in the school:

- Use of Foundations/Just Words fidelity checklists to do classroom observations during phonics blocks; follow-up conversations through shared checklists copied or through oral feedback; and, use of data for next step planning through centrally offered professional development and/or fidelity visits from company representatives
- Use of Tools of the Mind fidelity checklists to do classroom observations during phonics blocks; follow-up conversations through shared checklists copied or through oral feedback; and, use of data for next step planning through centrally offered professional development and/or fidelity visits from company representatives
- Garfield is a School-wide Application Model (SAM) School. Regular visits from DCPS team and Kansas Team to use SAMAN and SET checklists to do school-wide visits; parent-student-faculty interviews; observation of practices; immediate follow-up debriefing of leadership team; and, final submission of written report using set scale for performance.
- Use of DCPS IMPACT tool to evaluate all staff performance: classroom-based 3 times per year and non-classroom-based two times per year. Post-conference with all employees after all formal evaluations
- Informal classroom visits by administrators and/or academic leadership team with oral and/or written feedback after visits
- Debriefing sessions by academic leadership team to review data and form next steps for visits, grade level team meetings, faculty meeting professional developments or conversations with individual staff members.
- To build teacher capacity for taking a leadership role in the area of family engagement, in our Flamboyan grant, 1-2 teachers are compensated to serve as on-site family

		engagement facilitators. They will perform the duties outlined in the MOU between Flamboyant Foundation and its partner schools and the additional guidance as needed. They will meet with Flamboyant Foundation in December and in June to review their progress and document their work. They will receive their first payment in December and in June they will receive a second payment.
<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	When this objective is fully met at our school one will be able to see that all key stakeholders in our building understand our vision and each team member constantly working towards individual and group learning groups in order to achieve our lofty, yet attainable vision. For instance, all teachers, instructional coaches, support staff, students, and parents, will know their roles in terms of achieving our school's mission and overall vision. One will also see that the Principal spends about 80% of his or her time monitoring instruction and supporting classroom teachers in all content areas. The Principal will be seen as a coach as well as a leader of the school, while constantly developing highly effective classroom teachers. To improve instruction, the principal and the Academic Leadership Team will think outside of the box, far beyond mathematics and literacy blocks or the latest text aligned to the common core standards. We'll look at what's taking place in classrooms in Finland, South Korea, and Canada and implement some of their best practices as we move towards making the United States rank first in reading, science, and mathematics. In order to determine if the objective is fully met, we'll provide evidence from stakeholder surveys, newspaper and magazine articles, student test scores, testimonials, school report cards, etcetera.
	Target Date:	06/13/2013
	<b>Tasks:</b>	
	1. Begin researching successful turn-around schools across the world.	
	Assigned to:	██████████
	Added date:	02/24/2012
	Target Completion Date:	04/25/2013
	Comments:	
	<b>Task Completed:</b>	<b>01/11/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/29/2013
	Experience:	9/29/2013 This objective was easy to pursue because it encompasses everything that school leaders must do in order to raise student achievement.
	Sustain:	9/29/2013 Ongoing research around the principles of school turnaround and effective leadership.

Evidence:	9/29/2013 Over the last two years, we've developed three teacher leads, and we've grown 20 percentage points in math and percentage points in reading.
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<b>Indicator</b>	<b>F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)</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 01/23/2012
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Evidence:	<ul style="list-style-type: none"> <li>• Feedback given through oral conversations about each informal classroom visits; follow-up then comes in written format (feedback sheet; certificate; written plan of action; scripted conversation of the lesson; and, defined focus walks by administrators and instructional coaches on specific academic areas in reading and math.</li> <li>• Informal classroom visits by administrators and/or academic leadership team with oral and/or written feedback after visits</li> <li>• Collaborative Learning Cycle and Instructional Learning Cycle plans are monitored. Data from individuals in the cycle is looked at through the increased performance on the IMPACT evaluation by the school system. Data is disaggregated by the school and looked at to see the connection of coaching cycles to performance.</li> <li>• Peer (in-house) and to other school visitations are scheduled for teachers in various instructional areas. These include classroom and special subject teachers. Teachers may be accompanied by instructional coach and/or specified observation checklist to use during visit. Next steps are considered upon return.</li> </ul>
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**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> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2012	
		<b>Objective Met</b> - 09/29/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Staff recognitions through certificates, Kudos To- accolades in staff bulletins, personal notes or cards mailed to staff on achievements, gift cards, oral statements to staff members during collaborative and other meetings.</p> <ul style="list-style-type: none"> <li>• Compensatory time has been awarded to educational assistants for participation in the home visit project.</li> <li>• Teacher of the month recognitions are accepted monthly from the nomination of leadership team members. Criteria only requires nominator to submit a email explaining why this person should be teacher of the month. One teacher is chosen per month.</li> </ul> <p>This year we will also have a Teacher of the Year. The teacher of the Year must have been a Teacher of the Month at some point during the 12-13 school year.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Garfield will continue the staff of the month nominations and thank you's in the "roses" section of the bulletin but will also increase daily positive language. We will establish a postive postcard system for teachers (and children). We will create a "Thank You" board where people can post thank you notes and messages to each other when they wish. Parents and children will be able to write on this board too.	
	Target Date:	05/01/2012	
	<b>Tasks:</b>		
		1. A "Thank You" board will be created and posted in a prominent space in the school. Pens, notecards and paper will be made available.	
		Assigned to:	[REDACTED]
		Added date:	03/12/2012
		Target Completion Date:	05/01/2012
		Comments:	

		<b>Task Completed:</b>	02/08/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 This objective was fairly easy to pursue as everyone was excited to discuss recognizing staff members.
	Sustain:		9/29/2013 We just need to maintain a bank of incentives for staff performance.
	Evidence:		9/29/2013 This year we identified a teacher of the month for every month and in June the leadership voted on a teacher of the year.

<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>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	

	Evidence:	<ul style="list-style-type: none"><li>• In 2010, Garfield's entire staff had the opportunity to reapply for their positions or seek positions elsewhere in the DCPS or outside of the District. Four of the teaching staff were selected to remain. Since that time due to budget cuts, one of the teaching staff elected to accept a full-time position in another school instead of remaining here in a part-time capacity.</li><li>• Teachers have the opportunity to apply for open season transfers to other schools in the spring of the school year. DCPS has created an avenue through staff scores on impact that are below minimally effective. Teachers who were IMPACTED out for performance In 2011-2012 school year, we had 100% return of staff except in the area of IMPACT evaluations.</li><li>• Also, employees who apply for extended sick leave or leave of absence have been replaced with full-time workers. DCPS policy permits a school to fill vice their leave. When workers return from leave, they are placed in other full-time positions in the district.</li><li>• Finally, DCPS has in place a graduated adverse action process that can eventually lead to employee terminations for those who continually fail to follow DCPS and DC Government procedures. Only one employee has fallen in this category since 2009.</li></ul>
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<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> 4/11/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 04/11/2013	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>DCPS has in place the IMPACT evaluation system. Guidebooks for every existing performance category exist and are disseminated to employees.</p> <ul style="list-style-type: none"> <li>Professional development is provided annually on the format and procedures.</li> <li>Specific guidelines for implementation exist, including timeliness and post-conferences.</li> <li>Targeted training is aligned in professional development through 6 week Individual Learning Cycles (ILC) and Collaborative Learning Cycles (CLC)</li> <li>PD planner and Reality TV is available for ET employee training.</li> <li>Limited to infrequent training opportunities are provided to other categories. (Registrars, business managers and custodial foreman have some training).</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met at Garfield, our teachers will know what is expected of them on a daily basis for each content area and where they need to improve to become highly effective educators. Since we use Impact for formal observations and conduct ongoing informal observations, we will be able to develop professional development sessions for individual teachers after an analysis of their scores for each Teach standard.	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
	1. Explain the Impact Effectiveness Assessment System to all groups of teachers.		
	Assigned to:	[REDACTED]	
	Added date:	03/28/2012	
	Target Completion Date:	06/15/2012	
	Comments:		
	<b>Task Completed:</b>	<b>01/10/2013</b>	
	2. Develop instructional strategies designed to increase student achievement for each teach standard		
	Assigned to:	[REDACTED]	

		Added date:	03/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>01/11/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		4/11/2013
	Experience:		4/11/2013 It was a pleasure to pursue this objective because we developed strategies that would lead to increased student achievement and higher impact scores.
	Sustain:		4/11/2013 Implementing the theories found in Teach Like a Champion's Field Guide and ongoing pd, feedback, and practice.
	Evidence:		4/11/2013 We have distributed a resource guided for each teach standard that requires low, medium, and high teacher support in order to have successful implementation.

<b>Indicator</b>	<b>E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/10/2012
	Evidence:	<ul style="list-style-type: none"> <li>• DCPS has in place a graduated adverse action process that can eventually lead to employee terminations for those who continually fail to follow DCPS and DC Government procedures. Only one employee has fallen in this category since 2009.</li> <li>• DCPS employees who fall in the ineffective range of the IMPACT evaluation are terminated at the end of the school year.</li> <li>• DCPS employees who fall in the minimally effective range of the IMPACT evaluation are terminated at the end of the school year if they receive a second score of minimally effective.</li> </ul>

<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>Objective Met</b> 9/18/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 09/18/2013	
	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:	<ul style="list-style-type: none"> <li>DCPS employees who fall in the ineffective range of the IMPACT evaluation are terminated at the end of the school year.</li> <li>DCPS employees who fall in the minimally effective range of the IMPACT evaluation are terminated at the end of the school year if they receive a second score of minimally effective.</li> <li>Exits may occur due to resignations or poor performance; however, it is extremely hard to find replacement teachers after the start of the school year who after interviewing commit to the positions. During SY 2009-2010, we had a year-long grade 1 vacancy; 2010-2011, we had a year-long grade 4 and grade 5 vacancy. During 2011-2012, we had a year-long library vacancy (school improvement grant) that was awarded after the school year began. This year, the district implemented an Expedited Dismissal Process which gives principals the opportunity to nominate employees that should be dismissed faster than the normal process as long as the principal can provide supporting evidence, data, etc.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Once this objective is fully met, underperforming employees will be exited swiftly and a teacher will or a highly effective long-term sub will be immediately place in the underperforming employees position. As evidence that this objective is being met, the LEA/school will have a pool of highly effective substitute teachers waiting to move into permanent teaching positions.	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
	3. Master Educators should be deployed to schools to serve as teachers whenever a long-term substitute cannot be secured. Since master educators, are considered highly effective teachers, this should definitely minimize the damage caused to our children during the exit of an underperforming employee.		
	Assigned to:	[REDACTED]	
	Added date:	03/29/2012	
	Target Completion Date:	06/15/2012	
	Comments:		

		<b>Task Completed:</b>	06/15/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/18/2013
	Experience:		9/18/2013 It was easy to pursue this objective because the district already had a policy for dismissing underperforming employees.
	Sustain:		9/18/2013 We can continue to meet this objective as long as we follow the DCPS guidelines for dealing with underperforming employees.
	Evidence:		9/18/2013 My impact scores show that we've been effectively dealing with underperforming employees. Equally important, each year the Impact team sends out letters notifying employees of their employment and pay status with DCPS.

<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 01/10/2012	

	Evidence:	<ul style="list-style-type: none"> <li>• The school does not assess IMPACT. However, the principal has been asked to give feedback on the TLF rubric by completing a survey that will inform changes that are made to TLF 3.0 - changes that will make the rubric easier to use and as reflective of the various levels of teaching practices. Administrators are asked to provide feedback on the ease of use and of the tool as a whole at the end of the evaluation cycle.</li> <li>• DCPS has mandatory areas with rubrics attached that each school is required to use; however, we look at focus walks; fidelity to reading initiatives and math games; and other targeted areas such as TLF areas identified in the SIG grant.</li> <li>• Work is on-going in use of impact cycles; currently, there are still 2 cycles through June 2013.</li> <li>• Work to use disaggregated data to form next steps of instruction for teacher through additional professional development.</li> <li>• Although a teacher may score in the effective range on IMPACT, the quality of the score may only be in knowing the IMPACT criteria and does not necessarily show in actual student performance. The TAS goals are defined but may not show evidence throughout the IMPACT cycle.</li> </ul>
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<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> 9/30/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 09/30/2013	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>Professional development is focused on DCPS initiatives around the teach standards and literacy and math focus areas. Teachers are mandated to participate in sessions. Limited to no leave is granted to staff on these days</p> <ul style="list-style-type: none"> <li>• DCPS has provided pre-cycle planning for staff to participate with other DCPS colleagues. Garfield staff have elected to sign-up through pd planner.</li> <li>• Reality PD, LearnZillion and Better Lessons, are used for TLF, CCSS and grade level examples that have been created for our use.</li> <li>• Use of Wireless Generation and Office of Curriculum and instruction staff to focus on reading/mathematics supports including MClass-Beacon to develop sample multiple choice and constructive response test items based on common core and/or DCPS standards.</li> <li>• School Improvement Grant data meetings also drive next steps in determining professional development needs.</li> <li>• Teachers are also made aware of DCPS PD Planner resource and OSSE recommended trainings that link in these same areas.</li> <li>• Use data from Teach 2, 3 and 7 to continue work in TLF areas that were a part of the SIG grant recommendations through collaborative and professional development</li> <li>• Suggestions of next steps for TEACH and Reality PD is made in post-conferences and on IMPACT evaluation comment sections.</li> <li>• For administrators, DCPS does system-wide and cluster-wide professional development on key content areas</li> </ul>
<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	<p>Professional development will be aligned with Teaching and Learning Framework. The Collaborative and Individual Learning Cycles already have the Teach Standards embedded. Collaborative Learning Cycles are related to the Literacy Common Core Standards. After Professional Development session, weekly meetings are held to deepen the content knowledge of our PD topic . After each weekly meeting, coaching is provided to support teachers. As the weeks go by, gradually release of responsibility is given to to teachers, in order for them to reach the Collaborative Learning Cycle goals independently. Teachers are also given opportunities to share best practices through peer feedback and collaboration. Informal visits and support are also conducted after the six week cycle has been completed.</p> <p>During Individual Learning Cycles teachers are given PD and support related to the Teaching and Learning Framework. The coach and the teacher to develop a Instructional Learning Plan with detailed and specific goals related to the Teaching and Learning Framework. Teachers are given individual support for a six week cycle. After the cycle is over, teachers are given an opportunity to reflect on their learning cycle goals and they are given an opportunity to share best practices with their colleagues. After the learning cycle is over, informal classroom visits are used to monitor the continuation of the learning goals.</p>
	Target Date:	06/15/2012
	<a href="#">Tasks:</a>	

	1. Create a local school classroom observation form that is aligned to TLF and the CLC goals for each cycle. Look Fors on the observation form can only be added and scored if, and only if, they have been thoroughly taught to each teacher before an evaluation takes place.
	Assigned to: [REDACTED]
	Added date: 03/29/2012
	Target Completion Date: 06/15/2012
	Comments:
	<b>Task Completed:</b> 08/17/2012
	3. A form will be created and/or entered into the Impact system for teachers, coaches, and administrators to inform the district that a teacher has opted out of receiving professional development from his/her coach and that the individuals scores, whether low or high, are in no way a direct result of individual support of their instructional coach.
	Assigned to: [REDACTED]
	Added date: 03/29/2012
	Target Completion Date: 06/15/2012
	Comments:
	<b>Task Completed:</b> 08/20/2012
<b>Implement</b>	Percent Task Complete:
	Objective Met: 9/30/2013
	Experience: 9/30/2013 This objective was easy to pursue because of the plan we already had in place.
	Sustain: 9/30/2013 The district needs to maintain the same policies and procedures for evaluations and professional development.
	Evidence: 9/30/2013 We have created six, five to six coaching plans that are aligned to the CCSS and DCPS Teaching and Learning Framework.

<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>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2012	
		<b>Objective Met</b> - 09/29/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

<p>Describe current level of development:</p>	<p>The school does not assess IMPACT. However, the principal has been asked to give feedback on the TLF rubric by completing a survey that will inform changes that are made to TLF 3.0 - changes that will make the rubric easier to use and as reflective of the various levels of teaching practices. Administrators are asked to provide feedback on the ease of use and of the tool as a whole at the end of the evaluation cycle.</p> <ul style="list-style-type: none"> <li>• DCPS has mandatory areas with rubrics attached that each school is required to use; however, we look at focus walks; fidelity to reading initiatives and math tasks; and other targeted areas such as TLF areas identified in the SIG grant.</li> <li>• Work is on-going in use of impact cycles; currently, there is still 1 cycles through June 2013.</li> <li>• Work to use disaggregated data to form next steps of instruction for teacher through additional professional development.</li> <li>• Although a teacher may score in the effective range on IMPACT, the quality of the score may only be in knowing the IMPACT criteria and does not necessarily show in actual student performance. The TAS goals are defined but may not show evidence throughout the IMPACT cycle. <ul style="list-style-type: none"> <li>• The LEA uses the IMPACT system to evaluate teachers. IMPACT has a clearly defined rubric that is used to evaluate teachers throughout the district. All teachers are given the rubric, which makes the system transparent. IMPACT is not yet fair to all staff. *Many staff members earn highly effective individual scores but for one reason or another might just miss the overall highly effective rating at the end of the year so small rewards throughout the year would positively reinforce and encourage staff</li> </ul> </li> <li>• LIFT has been created to reward and retain quality teachers, but as a school, we could do more to support and retain our high performing teachers.</li> <li>• Garfield has a Teacher of the Month award. The requirements are clear to all. *Support of school-wide initiatives, teamwork and support of colleagues should also be requirements.</li> </ul>
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<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	<p>The LEA uses the IMPACT system to evaluate teachers. IMPACT has a clearly defined rubric that is used to evaluate teachers throughout the district. All teachers are given the rubric which makes the system transparent. IMPACT is not yet fair to all staff. One way to make the IMPACT system fair is to have the LEA provide staff members with \$10 gift card (Giant? Safeway?) for each observation in the highly effective range (3.5- greater). This will not be done publicly but presented during the post observation conference. (Or in the case of a changed score during the conference, gift cards will be presented within two weeks of the conference.) Many staff members earn highly effective individual scores but for one reason or another might just miss the overall highly effective rating at the end of the year so small rewards throughout the year would positively reinforce and encourage staff.</p> <p>Garfield has a system by which staff can nominate other staff members for staff person of the month. The requirements are clear to all. However, few members take the time to nominate others. One way to increase staff participation would be to change some of the requirements. Support of school-wide initiatives, team work, support of colleagues and positive attitude will be included and the requirement of wearing schools colors on Mondays will be removed. Nominees will be expected to report to school and meetings on time. The attendance requirement will also be removed. Finally, staff members will be able to nominate people without putting their own name on the nomination.</p>
	Target Date:	04/09/2012
	<b>Tasks:</b>	
	1. Staff will no longer have to write their names on the staff of the month recommendation.	
	Assigned to:	██████████
	Added date:	03/12/2012
	Target Completion Date:	04/09/2012
	Comments:	

		<b>Task Completed:</b>	08/24/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 as we pursued this objective we reached out to one of our partners for additional support in rewarding teachers on a consistent basis.
	Sustain:		9/29/2013 WE need to make sure there is enough money available in the budget to provide teachers with additional awards/incentives for their extraordinary work.
	Evidence:		9/29/2013 Over the course of the 12-13 school year, Paul Hastings worked with us to award a teacher of the month for each month of the school year. The criteria for teacher of the month was explained in early August and each month, the Paul Hastings Law Firm provided the winning teacher with a \$25 Visa Gift Card and a framed certificate.

<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 01/23/2012	
	Evidence:	<ul style="list-style-type: none"> <li>Paul Hastings Law Firm will be awarding a teacher of the month beginning October 2012 who meets the criteria determined by the leadership team. The criteria revolves around staff attendance, timely submission of paperwork,</li> <li>This year, teachers could apply for the early childhood and grade level teacher lead positions. These positions require participation in system meetings and professional development opportunities. Teachers are stipend for these positions once recommended by an administrator.</li> </ul>	

<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>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 09/29/2013	
	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:	<ul style="list-style-type: none"> <li>There are some supports from the school district to help principals with underperforming employees. There aren't any mentor teachers available for new teachers. During the 2010-2011 school, all new teachers were provided a mentor who came to the building weekly. During the 2011-2012 school year, we had a new teacher who was never assigned a mentor despite WTU agreement. When asked; central administration indicated there was none available. A linkage with the master educator office has provided some support but not weekly. This year, if we nominate/recommend an individual for an expedited dismissal, our Instructional Superintendents support us by coming out to conduct a 30 minute Impact observation of the individual up for early dismissal.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met central office or the instructional superintendent will have a Critical Response Team to support principals who have dismiss low performing employees. To provide evidence that this objective is fully met, we will need documentation from Central Office that fully explains the dismissal process for ineffective teachers.	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
		1. Suggest to central office and/or the Instructional Superintendent that a Critical Response Team be developed to solely support principals by providing hands-on help as they dismiss ineffective teachers.	
		Assigned to:	[REDACTED]
		Added date:	03/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>06/22/2012</b>
		2. Suggest to central office that when needed, they be able to deploy a team to the school site and take charge of the dismissal proceedings from start to finish.	
		Assigned to:	[REDACTED]
		Added date:	03/28/2012
		Target Completion Date:	06/15/2012

		Comments:	
		Task Completed:	06/22/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 Our experience with this objective was easy because of the procedures, policies, and protocols hat DCPS already has in place.
	Sustain:		9/29/2013 The district will have to maintain a Critical Response Team.
	Evidence:		9/29/2013 Central Office and LMER have worked effectively with me over the last year as we have removed under-performing employees.

<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>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012
	Evidence:	<ul style="list-style-type: none"> <li>• DCPS provides various teacher training on teaching learning framework, DCPS initiative areas, technology and other areas for all teachers. Teachers can access available training on pd-planner.</li> <li>• Professional development team surveys teachers in August to determine interest and needs around professional development. After the survey is completed, individuals rank their preferences. Team then designs calendar around those needs.</li> <li>• Grade level pd is differentiated through newly implemented coaching cycles</li> <li>• Collaborative planning periods and coaching learning cycles are planned based on teachers' experiences and expertise</li> </ul>

<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> 9/18/2013 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2012	
		<b>Objective Met</b> - 09/18/2013 09/29/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>DCPS offers a three day induction program to support new teachers.</p> <ul style="list-style-type: none"> <li>• There are some supports from the school district to help principals with underperforming employees. There is limited mentor teachers available for new teachers. During the 2010-2011 school, all new teachers were provided a mentor who came to the building weekly. During the 2011-2012 school year, we have a new teacher who was never assigned a mentor despite WTU agreement. When asked, central administration indicated there was none available. A linkage with the master educator office has provided some support but not weekly.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	New teachers will be paired with a veteran teacher to serve as a "Buddy Teacher". These partners will meet weekly. Monthly "Chat and Chews" will be held to provide new teachers the opportunity to collaborate with other teachers.	
	Target Date:	06/12/2012	
	<b>Tasks:</b>		
	1. Implement the Buddy Teacher: Partner a new teacher with a veteran teacher		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	12/15/2012	
	Comments:		

		<b>Task Completed:</b>	01/11/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/18/2013 9/29/2013
	Experience:		<p>9/18/2013 It was a little difficult to pursue this objective because we had to get a veteran teacher who'd be willing to share some of their time to help grow and mentor a new teacher.</p> <p>9/29/2013 9/18/2013 It was a little difficult to pursue this objective because we had to get a veteran teacher who'd be willing to share some of their time to help grow and mentor a new teacher.</p>
	Sustain:		<p>9/18/2013 To sustain our efforts in meeting this objective, we'd need develop our own Teacher Mentor program, so that mentors and mentees would now the exact expectations.</p> <p>9/29/2013 To sustain our efforts in meeting this objective, we'd need develop our own Teacher Mentor program, so that mentors and mentees would now the exact expectations.</p>
	Evidence:		<p>9/18/2013 ██████████, veteran 4th grade teacher and ██████████, ECE chair, provide ongoing support to new ECE and Grade Level Teachers at Garfield. Both teachers collaborate with new teachers on a weekly basis, sharing documents for unit and lesson planning, classroom routines and procedures, and communicating goals, hopes and dreams to parents and key stakeholders.</p> <p>9/29/2013 ██████████, veteran 4th grade teacher and ██████████, ECE chair, provide ongoing support to new ECE and Grade Level Teachers at Garfield. Both teachers collaborate with new teachers on a weekly basis, sharing documents for unit and lesson planning, classroom routines and procedures, and communicating goals, hopes and dreams to parents and key stakeholders.</p>

<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>	<b>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/23/2012
			<b>Objective Met</b> - 09/29/2013
	Index:		3 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>DCPS provides professional development opportunities for teachers with the TEACH framework and the Impact Evaluation. Workshops on implementation on system-wide interventions is also provided (Mclass, DIBELS, BURST, Foundations/Just Words).</p> <ul style="list-style-type: none"> <li>• Teachers and early childhood educational aides participate in Tools of the Mind training during each PD day.</li> <li>• DCPS provides content specific professional development for teachers on PD days.</li> <li>• Limited to no to infrequent training opportunities are provided to other categories. (Registrars, business managers and custodial foreman have some training).</li> </ul>
<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	<p>When this objective is fully met, you can expect to see: Professional development which will be standards based, results driven, and job embedded (e.g., formal or informal professional development conducted during the school day as educators engage in their daily work activities).</p> <p>Disaggregation of teacher evaluations to determine specific areas of need that are common and unique per person. This will lead to teachers election to or administrative assignment to Collaborative and/or Individual Learning Cycles based on data decisions. Professional development programs would extend beyond traditional workshops to include activities such as peer observation, .....action research projects, whole faculty or team/department study groups, curriculum planning and development, ..... data analysis activities, school improvement planning, the shared analysis of student work, lesson study, or teacher self-assessment and goal-setting activities (The National Staff Development Council's Standards for Staff Development, 2001), Professional development activities would be collaborative but also differentiated to meet the individual needs of teachers (Chambers, Lam, &amp; Mahitivanichcha, 2008).</p>
	Target Date:	08/03/2012
	<b>Tasks:</b>	
	<p>1. Peer Visitations to building colleagues with focus on Rigorous Student Work; Unit Alignment in Environment</p> <p>During Unit 4, 5 and 6 cycles,          ~~developing schedule for visits ~~providing substitute coverage          ~~debriefing time during grade level planning meetings          ~~identifying administrative premium budget to facilitate after school meetings to Collaborative meetings for colleagues to discuss and make colleague recommendations</p>	
	Assigned to:	██████████
	Added date:	02/28/2012
	Target Completion Date:	06/15/2012
	Comments:	
	<b>Task Completed:</b>	<b>08/24/2012</b>

## 2. Guided Reading

- ~~Complete requisition/purchase order for Professional Development from Heinneman
- ~~Schedule job-embedded coaching from same trainer directly into Grade 1-5 classrooms with teachers
- ~~Determine next steps for balance of 2011-2012 school year.
- ~~Schedule series of Peer Visitations to building colleagues with focus on fidelity in the guided reading process
- ~~Administrative in-classroom monitoring of fidelity to guided reading block and use of reading behaviors to form instruction based on student needs.
- ~~Developing schedule for visits
- ~~Providing substitute coverage
- ~~Debriefing time during grade level planning meetings
- ~~Identifying administrative premium budget to facilitate after school meetings to Collaborative meetings for colleagues to discuss and make colleague recommendations
- ~~Identify next steps needed for 2012-2013 school year.
- ~~Review progress monitoring scores (DIBELS) to determine student growth after required monthly assessments. Work with teachers to form next steps for instruction.

Assigned to: [REDACTED]

Added date: 02/28/2012

Target Completion Date: 06/15/2012

Comments:

Task Completed: 08/03/2012

## 3. Writer's Workshop Action Research Project

- ~~Select teachers for this project.
- ~~Schedule informal visitations from Garfield to DCPS classrooms with full implementation of Writer's Workshop
- ~~Schedule informal visitations from Garfield to DCPS classrooms with full implementation of Writer's Workshop
- ~~Identify XX number of classrooms to receive job-embedded professional development with Writer's Workshop Coach [REDACTED]
- ~~Schedule dates for these classrooms to receive job-embedded professional development with Writer's Workshop Coach [REDACTED] (demonstration, modeling, side-by-side coaching, feedback sessions)
- ~~Developing schedule for visits to high implementing DCPS schools
- ~~Providing substitute coverage
- ~~Debriefing time during grade level planning meetings
- ~~Identifying administrative premium budget to facilitate after school meetings to Collaborative meetings for colleagues to discuss and make colleague recommendations

Assigned to: [REDACTED]

Added date: 02/28/2012

Target Completion Date: 06/15/2012

Comments:

		<b>Task Completed:</b>	08/10/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 Our experience pursuing this objective was relatively easy because we had access to more than enough formal and informal data to design professional development. We also formed a PD Committee and conducted staff surveys around PD needs.
	Sustain:		9/29/2013 WE need to maintain our PD team and continue conducting staff PD surveys and analyzing data from formal and informal classroom observations.
	Evidence:		9/29/2013 WE have a new PD Team, we've aligned PD to teacher based off their Impact and DC CAS scores, and from the results of their PD Needs Assessment Surveys.

<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> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2012	
		<b>Objective Met</b> - 09/29/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<ul style="list-style-type: none"> <li>• DCPS provides professional development opportunities for teachers with the TEACH framework and the Impact Evaluation. Workshops on implementation on system-wide interventions is also provided (Mclass, DIBELS, BURST, Foundations/Just Words).</li> <li>• Grade level pd is differentiated through newly implemented coaching cycles</li> <li>• Collaborative planning periods and coaching learning cycles are job-embedded and are planned based on teachers' experiences and expertise</li> <li>• Teachers and early childhood educational aides participate in Tools of the Mind training during each PD day.</li> <li>• DCPS provides content specific professional development for teachers on PD days.</li> <li>• Limited to no to infrequent training opportunities are provided to other categories. (Registrars, business managers and custodial foreman have some training).</li> <li>• The school provides some professional development on school-wide application model (SAM) initiatives for staff.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Professional Development will be focused on increasing educator effectiveness through learning communities and independent practice. Professional development will be aligned to academic goals and the results of this learning will be monitored through assessment data and teacher performance. It will also be differentiated and designed based on teacher observations, surveys and student achievement data. There will be various types of data used to monitor professional development effectiveness, for example, ..TRC and DIBELS scores, PIA data, DC CAS data, and teacher IMPACT evaluations. Resources aligned to professional development goals will be provided for all teachers. Professional development will also promote teacher independence through the gradual release model. Teacher leader will be nurtured and given the opportunities to share best practices related to Professional Development goals. Teachers will also be given the chance to provide peer feedback through lesson studies and Collaborative groups.	
	Target Date:	06/15/2013	
	Tasks:		

	1. We will design our professional development model based off Jane A.G. Kise's book, Differentiated Coaching- A Framework for Helping Teachers Change.
	Assigned to: [REDACTED]
	Added date: 03/29/2012
	Target Completion Date: 06/15/2010
	Comments:
	Task Completed: 08/10/2012
	2. We will develop a schoolwide framework for teaching and learning so that conversations can focus on which students each educational practice will reach rather than on who is "right" or "wrong."
	Assigned to: [REDACTED]
	Added date: 03/29/2012
	Target Completion Date: 06/15/2012
	Comments:
	Task Completed: 08/10/2012
	3. In order to ensure that we design teacher-centered professional development seminars, we will always consider the following four essential questions: 1. What are the teachers' beliefs about how students learn? 2. How tightly are teachers' beliefs tied to their own strengths as educators? 3. What are teachers' beliefs about their roles in student success? 4. What else keeps teachers from trying new practices? Designing activities centered around these four questions will help us master the art of professional development, which is helping teachers understand where their strengths and beliefs lock them into practices that limit their freedom to help students succeed.
	Assigned to: [REDACTED]
	Added date: 03/29/2012
	Target Completion Date: 06/15/2012
	Comments:
	Task Completed: 08/10/2012
<b>Implement</b>	Percent Task Complete:
	Objective Met: 9/29/2013
	Experience: 9/29/2013 This was a joyful experience because we all began thinking outside the box for ideas on ongoing professional development.
	Sustain: 9/29/2013 Ongoing data analysis and research around best practices in education.
	Evidence: 9/29/2013 We created a year-long PD calendar which is updated according to teacher data and needs. We also used data to identify 8-10 teachers that will participate in six learning cycles (individual and/or collaborative) over the course of the school year. Again, the groups may change based on teacher and student achievement.

<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>
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<b>Status</b>	<b>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2012	
		<b>Objective Met</b> - 09/29/2013	
	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>DCPS structures, designs and plans for all system-wide professional development days. The local school has no input in these trainings. Evaluations and exit tickets give feedback on presentations.</p> <ul style="list-style-type: none"> <li>• Collaborative Learning Cycle and Instructional Learning Cycle plans are monitored. Data from individuals in the cycle is looked at through the increased performance on the IMPACT evaluation by the school system. Data is disaggregated by the school and looked at to see the connection of coaching cycles to performance.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>When this objective is fully met, you can expect to see: a Professional Development Calendar that promotes a culture in which professional collaboration is valued and emphasized that has used data sources to determine specific content needs of staff as a whole but of individual faculty members. This calendar will be aligned to the master calendar, budgetary decisions and staffing support (Instructional Coaches). Professional development for teachers will focus on mandatory DCPS training areas and building priorities. Because DCPS has mandated what takes places on PD days, it is incumbent on the local school to determine ways to provide additional professional development through job-embedded coaching and training and off-the-clock training with stipends as available. Opportunities for non-teaching staff to participate in professional development to improve their performance will be explored.</p> <p>Monitoring of established goals will take place frequently in exit-tickets from grade level meetings; evaluation forms after professional development with recommendations for next steps; direct linkage to student achievement data in unwrapping standards, creating frequent student short-cycle and benchmark assessment; and forming next steps in instruction. Teachers and students can state what they are doing and why with fidelity to the written lesson plan.</p>	
	Target Date:	08/03/2012	
	<b>Tasks:</b>		

	<p>1. Determine School Improvement Grant (SIG) budget changes that need to be made to accommodate additional professional development need areas.</p> <p>~~administrative premium hours ~~consultants/coursework</p> <p>~~explore additional training: INSIGHT or The Leadership and Learning Center or other company for direct work with teachers on Strategic Design for Student Achievement to prioritize standards and form instruction</p> <p>~~explore additional training: 90/90/90 implementation of frequent assessments and multiple opportunities for improvement: authentic performance tasks using student GOLD, DC CAS Data, TRC end-of-year data, DIBELS and TAS data.</p> <p>~~Once this training is identified, specific goals and objectives will be set. Goal will be to structure professional development that facilitates active learning and provides sustained implementation support over the school year. Targeted evaluation forms will give feedback to form next steps.</p>		
	<table border="1"> <tr> <td data-bbox="302 695 415 741">Assigned to:</td> <td data-bbox="415 695 1511 741">Planning Principal &amp; Academic Leadership Team</td> </tr> </table>	Assigned to:	Planning Principal & Academic Leadership Team
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Task Completed:	08/10/2012		
	<p>2. On-going disaggregation of data to form instruction:</p> <p>~~established data meetings to review exit tickets, checkpoint, benchmark assessments</p> <p>~~identify targeted students near targets and create individual action plans to target short-cycle assessments</p>		
	<table border="1"> <tr> <td data-bbox="302 1136 415 1182">Assigned to:</td> <td data-bbox="415 1136 1511 1182">Academic Leadership Team</td> </tr> </table>	Assigned to:	Academic Leadership Team
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	<table border="1"> <tr> <td data-bbox="302 1320 415 1367">Task Completed:</td> <td data-bbox="415 1320 1511 1367">06/15/2012</td> </tr> </table>	Task Completed:	06/15/2012
Task Completed:	06/15/2012		
	<p>3. School leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice through the weekly review of lesson plans with teachers during grade level meetings</p> <p>~~to access weekly coaching feedback forms either by e-mail or through Google document of instructional and/or collaborative learning cycle documents generated by coaches</p> <p>~~to determine whether standards have been unwrapped and if determinations have been made of which standards have high priority status to teach.</p> <p>~~to determine was to integrate core content into special subject teaching areas.</p> <p>~~to review frequent assessments and multiple opportunities for improvement: checkpoint assessments and exit tickets for unit standards taught</p> <p>~~determine whether funding is available to pay for administrative premium time as needed</p>		
	<table border="1"> <tr> <td data-bbox="302 1929 415 1976">Assigned to:</td> <td data-bbox="415 1929 1511 1976">[REDACTED]</td> </tr> </table>	Assigned to:	[REDACTED]
Assigned to:	[REDACTED]		

		Added date:	02/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>06/15/2012</b>
	4. Review of IMPACT data from non-teaching staff to determine area(s) of professional development needed to increase performance.		
		Assigned to:	Planning Principal
		Added date:	02/28/2012
		Target Completion Date:	08/03/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/06/2012</b>
	5. Reconvene professional development committee to generate survey to identify additional professional development areas for 2012-2013 school year including collaborative morning and faculty meeting times. This would also include arts integration professional development and artists in residency from Kennedy Center partnership; and Flamboyant home visit/APTT process/other parent engagement areas identified.		
	Generate Google document that staff can respond to. Use disaggregated data to plot out high need requests.		
		Assigned to:	
		Added date:	02/28/2012
		Target Completion Date:	08/03/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/06/2012</b>
	6. Establish professional development calendar for 2012-2013 in collaboration with professional development committee by creating a professional development learning community that fosters a school culture of continuous learning. Calendar should be aligned with staff evaluation systems. They should be guided by formative teacher evaluation data as well as formative and summative student assessment data to create individualized professional development that will address a teacher's specific challenge areas.		
	~~first collaborative learning cycle and individual learning cycle groups based on final IMPACT evaluations.		
		Assigned to:	Planning Principal and Academic Leadership Team
		Added date:	02/28/2012
		Target Completion Date:	08/03/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/09/2012</b>
	7. Determine the model to be used for professional development:		
	~~whether it is non-school time to increase academic time on task in classroom		
	~~whether it is with standard, consistent substitutes during the regular school day		
		Assigned to:	Planning Principal and Academic Leadership Team

		Added date:	02/28/2012
		Target Completion Date:	08/03/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/09/2012</b>
	8. Identify specific professional development available for above and schedule on master calendar. Identify budget needed to cover for substitutes as needed. However, all types of education staff—including ..... instructional support personnel—can benefit from both formal and informal professional development activities, because such activities involve sharing experiences, observing others, and networking with other professionals in similar positions.		
		Assigned to:	Planning Principal and Academic Leadership Team
		Added date:	02/28/2012
		Target Completion Date:	08/03/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/09/2012</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 This objective was difficult at first, but our LEA created a new rubric for instructional coaches which provided guidance as to how we could track and measure the effective of professional development that was given to teachers and see if it actually changed their classroom practice.
	Sustain:		9/29/2013 Ongoing data analysis and professional development
	Evidence:		9/29/2013 This year we provided professional development around guided reading and math tasks. Teachers received six weeks of ongoing professional development which consisted of lecturing modeling, and co-teaching. Teachers had to gather baseline data for a small cohort of students and see if the instructional practices they implemented over a week period led to any growth for the cohort.

<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>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/23/2012	

	Evidence:	<ul style="list-style-type: none"><li>• Feedback given through oral conversations about each informal classroom visits; follow-up then comes in written format (feedback sheet; certificate; written plan of action; scripted conversation of the lesson; and, defined focus walks by administrators and instructional coaches on specific academic areas in reading and math.</li><li>• Informal classroom visits by administrators and/or academic leadership team with oral and/or written feedback after visits</li><li>• Collaborative Learning Cycle and Instructional Learning Cycle plans are monitored. Data from individuals in the cycle is looked at through the increased performance on the IMPACT evaluation by the school system. Data is disaggregated by the school and looked at to see the connection of coaching cycles to performance.</li><li>• Peer (in-house) and to other school visitations are scheduled for teachers in various instructional areas. These include classroom and special subject teachers. Teachers may be accompanied by instructional coach and/or specified observation checklist to use during visit. Next steps are considered upon return.</li></ul>
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<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> 9/18/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/10/2012
			<b>Objective Met</b> - 09/18/2013
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>There is an established DCPS recruitment process. Applications and video classroom demonstrations are available online for review for teacher candidates. Principal and members of personnel committee can participate in recruitment fairs and on-site interviews.</p> <ul style="list-style-type: none"> <li>• After initial candidate interviews, depending on the availability of students, teachers are asked to do demonstration lessons for members of the interviewing team at their school site (if a transfer) or at our school (if a new employee).</li> <li>• Personnel team makes recommendations to administrator for selection of candidate(s).</li> <li>• Resumes for other positions can be secured from Human Resources for other positions.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Currently, DCPS has an effective process for hiring highly-qualified teachers. The LEA/Garfield needs to focus on recruiting and retaining highly-qualified teachers. An incentive system in which teachers are given a signing bonus to work at Garfield will serve as a motivator for teacher recruitment.</p> <p>Highly qualified teachers will be more likely to remain at Garfield with more behavioral support. Classroom teachers will not only receive support with IMPACT and Professional Development, but they will receive consistent, hands-on, in-class behavioral support. These supports will be in place to help teachers document and manage behaviors. Supporting teachers this way will help retain highly qualified teachers.</p> <p>When Garfield is fully staffed by highly qualified teachers and there is a low rate of teacher turnover, we will know that our objective has been met.</p>	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
	1. Funds need to be allocated to provide teachers with a signing bonus as an incentive to work at Garfield.		
	Assigned to:	[REDACTED]	
	Added date:	02/23/2012	
	Target Completion Date:	06/15/2012	
	Comments:		

		<b>Task Completed:</b>	03/14/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/18/2013
	Experience:		9/18/2013 This objective was fairly easy to pursue as we were able to recruit new teachers via DCPS website, radio commercials, and our school website. To retain highly-qualified teachers, we supported classroom teachers workloads by helping them create unit plans and short cycle assessments. We also retained our highly-qualified teachers by holding one-on-one conversations to ensure they felt valued, offering them an additional \$500 of classroom supplies from our local budget, and publicly recognizing them at staff meetings.
	Sustain:		9/18/2013 To sustain this work, we need to make sure we allocate funds for marketing and recruiting and funds to provide incentives for our highly qualified teachers.
	Evidence:		9/18/2013 As evidence that this objective has been fully met, one can see that we have a very low teacher turnover rate and with the exception of one teacher that left DCPS, we've retained all of our effective and highly-effective teachers.

<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> 9/30/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 09/30/2013	

	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>There is an established DCPS recruitment process. Applications and video classroom demonstrations are available online for review for teacher candidates. Principal and members of personnel committee can participate in recruitment fairs and on-site interviews.</p> <ul style="list-style-type: none"> <li>• There is an established procedure for documenting the evaluation process. IMPACT evaluation system gives clear timelines for implementation from professional development to the actual dates in each evaluation cycle. Garfield had 100% completion of CYCLE 1 and Cycle 2 impact with recognition from IMPACT office for our completion on time. Work is ongoing and there is still 1 more cycle remaining through June 2013.</li> <li>• Staff recognitions through certificates, Kudos To- accolades in staff bulletins, personal notes or cards mailed to staff on achievements, gift cards, tickets to sports and cultural events, oral statements to staff members during collaborative and other meetings. Compensatory time has been awarded to educational assistants for participation in the home visit project. Staff of the month recognitions are accepted monthly from the nomination of a leadership team member. Cr</li> <li>• DCPS has in place a graduated adverse action process that can eventually lead to employee terminations for those who continually fail to follow DCPS and DC Government procedures. Only one employee has fallen in this category since 2009. DCPS employees who fall in the ineffective range of the IMPACT evaluation are terminated at the end of the school year. DCPS employees who fall in the minimally effective range of the IMPACT evaluation are terminated at the end of the school year if they receive a second score of minimally effective.</li> </ul>	

<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	<p>DCPS already has an established and thorough recruitment process.</p> <p>Similarly, DCPS uses the IMPACT evaluation system to assess staff. The LEA needs to provide a less time-consuming avenue for teachers to express feedback regarding IMPACT. ALL IMPACT evaluators will be fully trained in the curriculum used by the teacher he/she is observing. The TLF Rubric will be used by evaluators but within the context of the school environment and classroom.</p> <p>In addition to the current school procedures for rewarding staff, praise and positive language will be used daily among staff members and students. Children and families will be greeted in the morning by the school leaders and teachers. All staff will begin the day on a positive note with each child. Staff will find at least one positive thing to say to each child upon entering the school/classroom. These procedures will create a more positive school community as a whole.</p> <p>In order to address the problem of replacing staff, a signing bonus will be given to highly qualified staff interested in working at Garfield. The recruitment process for hiring teachers must also be expedited in mid-year replacement situations. Moreover, effective substitutes will be praised and rewarded in order to encourage them to continue to accept positions at our school. Ineffective substitutes will be reported and no longer accepted at our school.</p> <p>We will know that our objective has been fully met when Garfield is fully staffed by highly qualified staff who are fairly assessed by the IMPACT evaluation system based on classroom and school specific information. Furthermore, we will know our objective has been met when teachers and substitutes want to teach at Garfield because of the positive school environment.</p>
	Target Date:	06/15/2012
	<b>Tasks:</b>	
	1. Teachers, school leaders and security will greet children and their families with at least one positive comment every morning. The first thing said to any child or parent will be positive.	
	Assigned to:	[REDACTED]
	Added date:	02/23/2012
	Target Completion Date:	04/15/2012
	Comments:	Starting the day on a good, positive note will encourage positive energy throughout the building and the school community.

		<b>Task Completed:</b>	05/14/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/30/2013
	Experience:		9/30/2013 It was fairly easy to pursue this objective because of the measures that DCPS already has in place.
	Sustain:		9/30/2013 WE need to have a signing bonus to recruit teachers to work in our schools.
	Evidence:		9/30/2013 We were able to effectively reward high achieving teachers through our local budget and the district recognizes them with a yearly Standing Ovation Ceremony.

<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>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012
	Evidence:	A school-wide master schedule has been developed in collaboration with the School Chapter Advisory Council (SCAC) to ensure that system-wide initiatives for time are set. A 90 minute shared/guided reading block; 30 minute (Grades 1-3) and 20 minutes (Grades 4-5) phonics block; 20-25 minute writing block; 90 minute math block-including Math Games (Grades 1-5); and social studies and science blocks (2-3 times per week) are inherent. Students in Grades Preschool - Kindergarten have set schedule time-blocks in the implementation of Tools for The Mind. The master schedule provides specific times for instructional planning noted. This includes: grade level meetings, sped dept meetings, common planning time, vertical, interdisciplinary and horizontal planning.

<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>
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<b>Status</b>	<b>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/23/2012
			<b>Objective Met</b> - 09/29/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>A school-wide master schedule has been developed in collaboration with the School Chapter Advisory Council (SCAC) to ensure that system-wide initiatives for time are set. A 90 minute shared/guided reading block; 30 minute (Grades 1-3) and 20 minutes (Grades 4-5) phonics block; 20-25 minute writing block; 90 minute math block-including Math Games (Grades 1-5); and social studies and science blocks (2-3 times per week) are inherent. Students in Grades Preschool - Kindergarten have set schedule time-blocks in the implementation of Tools for The Mind. The master schedule provides specific times for instructional planning noted. This includes: grade level meetings, common planning time and vertical and horizontal planning.</p> <p>Inherent in the master schedule are full group (shared reading, math full group, social studies and science), small group, individual instruction (guided reading and guided math groups, BURST, LLI), student directed small groups (literacy stations, teacher-made work stations, TeacherMate ipods, center time) independent work and assignment of homework assignments.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Teachers will accept responsibility for teaching all students. They will also set high expectations for all students. Teachers will analyze their data to drive instruction. Teachers will make sure to allocate all of their available classroom time to instruct their students. They also must maximize their instructional time to avoid idle time and disruption in the classroom. Teachers will also become active instructors by planning, modeling skills and explaining concepts. They will also provide students with opportunities to practice and apply skills. Student progress should will be monitored and teachers will provide each student with feedback regarding their mastery of skills. Every teacher will create a supportive learning environment with an emphasis on academics.</p>	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
		1. *use CLC and ILC fidelity and debrief forms to analyze and monitor sound instruction	
	Assigned to:	[REDACTED]	

		Added date:	02/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>08/24/2012</b>
	2. *use student data to analyze and monitor sound instruction		
		Assigned to:	
		Added date:	02/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>08/30/2012</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 This objective as difficult to meet because we had a lot of trouble securing computers for our blended learning approach to instruction.
	Sustain:		9/29/2013 We need to continue to deliver pd on whole group and small group instruction during the math and literacy blocks, and we need to deliver pd on our blended learning programs (ST Math and iReady).
	Evidence:		9/29/2013 All of our students in grade 1-5 are now engaging in ST Math instruction and iReady instruction from 60-90 minutes per week. Our teachers also deliver daily whole group Close Reading lessons and daily guided reading lessons during the literacy block. Our teachers also deliver whole group and small group (guided math/math tasks) on a daily basis.

<b>Indicator</b>	<b>K01 - All teachers demonstrate sound homework practices and communication with parents. (1720)</b>		
<b>Status</b>	<b>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/23/2012
	<b>Objective Met - 09/29/2013</b>		
	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:		(limited-all)  <ul style="list-style-type: none"> <li>Daily homework is given in most classrooms. There is no established school-wide homework policy although this is one of the line items to be looked at by our family engagement team as a part of our Flamboyant grant.</li> </ul>

- DCPS provides scheduled parent teacher conference days for families. In School Year 2010-2011, Garfield began to implement two-times per year (fall and spring) Parent Teacher Conferences in the Neighborhood at the neighborhood Giant, I-Hop and Parkland-Turner Library. This moved our meetings closer to where our families reside.

- The Academic Parent Teacher Team (APTT) model replaces traditional conferences with three group data-sharing meetings and one individual meeting. APTT group meeting takes place three times per year, and involves parents and teachers setting academic goals; teacher sharing classroom and individual data; and, teachers providing materials for parents to do learning activities at home. An individual APTT conference can follow where teachers and parents hone in on individual student skills and plan specifically for that child.

- Through our Parent Involvement Grant, we purchased folders to be used for communication with parents weekly. All school newsletters, DCPS news and community news goes home on Tuesdays with students. This includes our Weekly Parent Newsletter.

- Some students have behavior sheets that go home with students daily.
- School maintains a current website linked to the District's website: [dcps.dc.gov/Garfield](http://dcps.dc.gov/Garfield).
- School uses Connect Ed: Blackboard to consistently notify parents of District and school events.
- School distributes weekly parent newsletter in Tuesday folders; parents sign sheet in the folder to acknowledge receipt and return to school on Wednesday.
- School sends home at least 2 per child positive post-cards.
- Garfield participated in Parents as Partners parent leadership program 2009-2011. This partnership provided parent leadership training over a period of 9 weeks with parents focused instruction on job seeking preparedness; helping my child at home; and, using community resources.
- In the Fall of 2011, Garfield received \$1,000 grant from Multicultural Community Service (MCS) for support of March 2012 Dr. Seuss night.

- Garfield partners with community-based organization Turning the Page to provide parent workshops on school initiatives. These sessions are held 4 per semester and include 1 author night where a local author shares his/her work with parents through conversation and dissemination of autographed books to families.

- Garfield partners with community-based organization Flamboyan Foundation. This organization has worked directly with our family engagement committee to help focus our work. We have developed a school-wide plan that targets building positive relationships with families and in using that relationship to follow-up with data meetings to share with parents where their child is performing in comparison to classmates and to provide strategies and materials that can be used. Our objectives are: 1) Educators learn from and about families to support learning in the classroom; 2) Educators

		<p>support learning in the classroom through opportunities for parents in workshops, observations and other family training and, 3) Educators provide guidance and support to families to develop the beliefs, knowledge, and behaviors that will support their child's achievement.</p> <ul style="list-style-type: none"> <li>• The 3-R Garfield Parent reinforces our student expectations by participating as a 3-R Parent; participates in special events throughout the school year; receives special recognition and award; and collect raffle tickets to win a prize! Criteria revolves around student attendance, wearing uniforms to school; returning Tuesday folders and participation in school events.</li> </ul>
<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	Daily homework is given in most classrooms. Homework assignments are aligned to grade level standards. Academic Parent Teacher Team meetings takes place three times per year, and involves parents and teachers setting academic goals; teacher sharing classroom and individual data; and, teachers providing materials for parents to do learning activities at home. An individual APTT conference can follow where teachers and parents hone in on individual student skills and plan specifically for that child. School distributes weekly parent newsletter in Tuesday folders; parents sign sheet in the folder to acknowledge receipt and return to school on Wednesday. School sends home at least 2 per child positive post-cards. We purchased folders to be used for communication with parents weekly. All school newsletters, DCPS news and community news goes home on Tuesdays with students.
	Target Date:	06/15/2012
	<b>Tasks:</b>	
	1. *develop and implement a school-wide homework policy	
	Assigned to:	██████████
	Added date:	03/29/2012
	Target Completion Date:	06/15/2012
	Comments:	
	<b>Task Completed:</b>	<b>08/17/2012</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/29/2013
	Experience:	9/29/2013 In order to pursue this objective we spoke to teachers and asked what we should include in our school-wide homework policy. Teachers were eager to share their thoughts.
	Sustain:	9/29/2013 We just need to revisit the policy each year and speak with parents as well.

Evidence:	9/29/2013 Our Parent and Student Handbook outlines our school's homework policy. Our policy explains the importance of homework, the role of all stakeholders, the frequency and duration of classroom homework, and the subjects that homework will be given, as well as our grading and return policy.
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## 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: <b>Full Implementation</b> 01/10/2012
	Evidence:	<p>Students are encouraged to register for out-of-school time programs held at the school. Students participate in power hour instruction, homework assistance, sports and arts events. This time period has been supported by Girl Scouts, Boy Scouts, DC Scores, City Year sports and arts groups.</p> <p>Live It Learn It boosts academic achievement and motivation for fourth and fifth grade students by supplementing conventional classroom instruction with rigorous, academically focused trips to DC's world-class resources. Live It Learn It ignites students' curiosity and potential by leveraging the DC's incredible resources as instructional tools, to interrupt the cycle of disengagement and underachievement in high-poverty schools. Each class participates in three academic programs with Live It Learn It - one in each of our three Core Content areas. All Live It Learn It programs are designed and implemented to ensure that every student - regardless of skill level or learning style - walks away with a command of challenging new academic concepts, a far deeper understanding of the connection between schoolwork and the world around him/her, and a newfound level of excitement and inspiration about learning.</p> <p>Our school improvement grant has funded our after school/Saturday Rumbling Rams test preparation program and our partnership with City Year.</p>

<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> 9/29/2013	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2012
		<b>Objective Met</b> - 09/29/2013
	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>(Most)Data meetings were funded in our School Improvement grant to devote a 2-hour period monthly to review student data and form next steps. These meetings can focus on paced-interim assessment data, Mclass text reading and comprehension (TRC) data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, BURST data student work, etc.</p> <p>Checkpoint assessments are completed every two weeks to help teachers gauge student progress on identified standards on the paced interim assessment. In addition to the three times annual administration of TRC, teachers access students mid-way through the period to check for growth. Anecdotal records are maintained from daily guided reading groups. For students who fall below benchmark level in DIBELS, students testing at intensive levels are progress monitored every two weeks and those at strategic levels every three to four weeks.</p> <p>Early childhood classrooms maintain data and anecdotal records in the Teaching Strategies GOLD® online. Teachers have been given video cameras where they can capture students at work. This is extremely helpful where actual paper/pencil documentation is not available to show student learnings in centers.</p> <p>Burst:Reading helps teachers continuously synchronize reading intervention with students’ changing needs. The technology analyzes thousands of data points to group students with similar needs and aligns instruction to those needs every 10 days for a complete solution to early literacy intervention. City Year workers implement BURST groups for students identified as intensive in Grades 1-3.</p> <p>The Fountas &amp; Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). LLI is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. Participants include low-achieving children who are not receiving another supplementary intervention. City Year workers implement LLI groups for students identified as intensive in Grades 1-3.</p> <p>Teachers align benchmarks to standards. Unit plans are aligned with summative and formative assessments development. Teachers complete one-to-one conferences with students to discuss levels and next steps after assessments.</p> <p>The Academic Parent Teacher Team (APTT) model replaces traditional conferences with three group data-sharing meetings and one individual meeting. APTT group meeting takes place three times per year, and involves parents and teachers</p>	

		setting academic goals; teacher sharing classroom and individual data; and, teachers providing materials for parents to do learning activities at home. An individual APTT conference can follow where teachers and parents hone in on individual student skills and plan specifically for that child.
<b>Plan</b>	Assigned to:	██████████
	How it will look when fully met:	Teachers will progress monitor students using Dibels for oral reading fluency. Students who are intensive will be assessed bi-weekly, while students who are strategic will be assessed 3-4 weeks. In addition, teachers will assign standards-based checkpoint assessments bi-weekly. Furthermore, teachers will progress monitor students' Textual Reading Comprehension once per month. The above mentioned standards-based assessments will be utilized to ensure student mastery of the learning standards.
	Target Date:	06/15/2012
	<b>Tasks:</b>	
	1. Teachers will create TRC, Dibels, and Checkpoint assessment calendars monthly.	
	Assigned to:	██████████
	Added date:	02/28/2012
	Target Completion Date:	06/15/2015
	Comments:	
	<b>Task Completed:</b>	<b>08/17/2012</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/29/2013
	Experience:	9/29/2013 We enjoyed pursuing this objective as teachers became experts in unwrapping standards, analyzing students achievement, and creating re-teach action plans.
	Sustain:	9/29/2013 We just need to maintain our focus on student achievement and ensure that with meet with teachers whenever local and/or district assessments are given.
	Evidence:	9/29/2013 During the 2-13 school ear we progressed monitored students at an average rate of 5% fidelity. We also built in a re-teach day (Re-teach Thursdays) to re-teach the content that wasn't mastered in a 10-day period by over 70% of our students in whole and/or small group. WE also create PIA Re-teach action plans to re-teach the standards and/or sub-skills that weren't mastered on the PIA.

<b>Indicator</b>	<b>I05 - All teachers employ effective classroom management. (1721)</b>	
<b>Status</b>	<b>Objective Met</b> 9/29/2013	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/03/2012
		<b>Objective Met</b> - 09/29/2013
	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>Teachers have developed and/or adopted a classroom behavior management systems with classroom procedures and routines which are posted in their classrooms, taught and modeled to students, and communicated to parents via mail and face-to-face conversations. Our teachers have individually designed their own Instructional Behavior Management Plans (IBMP), which identify targeted classroom behaviors, along with 3 to 5 classroom rules that are clearly and positively stated. The teachers also identify a system of up to 5 progressive rewards and up to 5 progressive consequences and all expectations are communicated to students and parents throughout the school year.</p> <p>(most)  There is clear evidence of a reduction in student suspensions; increased use of Positive Behavior Intervention Supports (PBIS) strategies; school-wide rules; school-wide matrix of look likes and consequences and incentives.</p> <ul style="list-style-type: none"> <li>• Although we are no longer a SAM School, we still implement the initiatives, such as PBIS, banking systems, school store, Garfield bucks, school wide code of conduct, classroom jobs, behavior matrix, classroom rules and procedures, teach 9 individual learning coaching cycles, individual student behavior contracts.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Currently, Garfield has established a school-wide behavior matrix which is posted throughout the school in each designated area. There is also a classroom code of conduct and classroom expectations posted. A positive behavior intervention system is operating on 3 tiers. All staff are acknowledging and reinforcing expected behavior through the use of Garfield Bucks. Teachers are tracking the number of bucks students receive and When the objective is fully implemented there will be a uniform practice of behavior strategies being implemented with fidelity throughout the building by all staff. All staff will engage with students positively and will consistently reinforce classroom rules and procedures.</p>	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
		1. All teachers will use the Garfield Banking System and submit every Monday.	
		Assigned to:	[REDACTED]
		Added date:	02/28/2012
		Target Completion Date:	06/12/2012
		Comments:	
		<b>Task Completed:</b>	<b>08/17/2012</b>
		2. Mr. Terry will create a spreadsheet to keep track of the teachers that use Garfield Bucks effectively	

		Assigned to:	██████████
		Added date:	09/29/2013
		Target Completion Date:	09/16/2013
		Frequency:	monthly
		Comments:	It would be best for ██████████ to create an excel spreadsheet or a Google doc so this information may be shared with the staff.
		Task Completed:	09/16/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 To pursue this objective effectively, we analyzed the data from our school's Student Behavior Tracker and designed a school-wide behavior policy to help all of our teachers employ effective classroom management strategies.
	Sustain:		9/29/2013 We just need to continue analyzing student behavior, working as a team to be proactive and deliver differentiated professional development to teachers in need of behavior management support.
	Evidence:		9/29/2013 Our SY 13-14 Garfield Behavior Plan and our Instructional Behavior Management Plan (IBMP) were created to support teachers in the area of effective classroom management. We gave our teachers an initial PD during the Pre-Service Week and a follow PD on Thursday, September 12th. Teachers were also given Garfield Bucks as one of our positive behavior interventions and teachers with smartboards and iPhones were given ClassDojo accounts as a technological way to address student behavior. Each teacher also has a Instructional Behavior Management Plan (IBMP) in the re classroom. The IMP is aligned to our school's core values (Be Respectful, Be Responsible, Be Safe) and it lays out a systems of expectations during periods of instruction, along with a system of rewards and consequences.

<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>	<b>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 01/23/2012
			<b>Objective Met</b> - 09/29/2013
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	2-3 days professional development during morning collaborative <ul style="list-style-type: none"> <li>• 2 days for Grade Level Meetings</li> <li>• 1 day for Collaborative Learning Cycle</li> <li>• SIG Grade Level Data Meetings</li> <li>• Instructional Planning Time for Pre Cycle Planning</li> <li>• All monthly faculty meetings are used for professional development</li> <li>• SIG Heinemann reading program guided reading program training is planned for the 2011-2012 school year.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, one will see a master schedule that has been designed for teachers within the same grade levels to share common planning times to design, rigorous interdisciplinary lessons. Classroom teachers will have at least six opportunities per week to plan collaboratively with their Sped and special subject teachers; giving teachers ample opportunity to co-plan, co-assess (pre-and post) co-teach, and co-grade. Professional development will also take place outside of the local school, leading to a more relaxed, family oriented working environment and will use adopt the Live the Learning model from Driven by Data develop our teachers professionally instead of the often overused Lecture and I do, We do, You do models of professional development which fail to maintain adult learners' attention for long periods of time.	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
	1. Create the 2012-2013 Master Schedule with Common Planning Periods for grade level teachers.		
	Assigned to:	[REDACTED]	
	Added date:	02/24/2012	
	Target Completion Date:	04/06/2012	

		Comments:	It would be helpful to view the Master Schedules from several elementary schools across the nation and speak with other principals or master schedulers who've found ways to pool their morning collaborative time and provide more time for teachers to plan collaboratively and ensure that their classrooms develop into print-rich, student friendly, learning environments.
		Task Completed:	04/20/2012
	2. Begin to research historical and/or educational places in the DC, Maryland, and Virginia area where professional development sessions could be held.		
		Assigned to:	
		Added date:	02/24/2012
		Target Completion Date:	03/29/2011
		Comments:	Begin to visit local museums and historical parks to find out about bringing about 20 teachers in for an exciting day of teaching and learning.
		Task Completed:	03/16/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 This objective was easy to pursue because we made our Master Schedule early in February of 12-13 for the 13-14 school year and we defended our Master Schedule at Central Office.
	Sustain:		9/29/2013 We need to ensure that we always have at least two special subjects teachers working full-time at Garfield. Having three would be even more assurance.
	Evidence:		9/29/2013 We created a master schedule in which grade level teams and special ed teachers have common planning periods. We also ensured that teachers in grades 2-5 had lunch and planning back-to-back, so they could have a 0 minute working lunch, planning session.

<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: Full Implementation 01/10/2012
	Evidence:	(Anderson & Walberg) Allocated Time: amount of time teachers allocate for instructional activities. Reduced by: (a) student interruptions; (b) teacher interruptions; (c) class visitors; (d) announcements; (e) transitions; and (f) other sources of lost time.  Instructional Time: proportion of allocated time that is actually used for instruction. Reduced by lack of procedural and/or substantive engagement by student(s).  Engaged Time: proportion of instructional time during which students are engaged in learning. Reduced by

inappropriateness of the task for student(s). Successful and Productive Learning Time

Time on task: A school-wide master schedule has been developed in collaboration with the School Chapter Advisory Council (SCAC) to ensure that system-wide initiatives for time are set. A 90 minute shared/guided reading block; 30 minute (Grades 1-3) and 20 minutes (Grades 4-5) phonics block; 20-25 minute writing block; 90 minute math block-including Math Games (Grades 1-5); and social studies and science blocks (2-3 times per week) are inherent. Students in Grades Preschool - Kindergarten have set schedule time-blocks in the implementation of Tools for The Mind.

• Peer tutoring increases academic performance of both the tutor and the tutee. The tutee is able to be actively engaged a larger amount of time, because of the one-to-one interaction with the tutor. In addition, because of the frequent prompting and feedback, the tutee is likely to be successful more often.

This school year are school is beginning to implement the Math Pals Program. Based on these findings, the U.S. Department of Education's Program Effectiveness Panel approved PALS Reading and Math for inclusion in the National Diffusion Network of effective educational practices. PALS:

- Actively involves all students in tasks they can perform successfully
- Increases student opportunity to read and practice basic math skills
- Motivates students to do better in reading and math
- Expands instructional resources in the classroom
- Provides for positive and productive peer interaction
- Creates opportunity for lower functioning students to assume an integral role in a valued activity
- Allows students with disabilities to spend more time in least restrictive environment and increases their access to the general education curriculum
- Helps teachers accommodate academic diversity
- Accelerates student achievement in reading and math
- Is affordable and easily implemented
- Is found to be an enjoyable activity by teachers and students

Cooperative learning increases learning: Students involved in small groups are likely to be interacting with others more often than those in larger groups. In addition, since competition often makes students reluctant to participate because they fear losing, students are freed from this negative pressure and become more willing to spend time on learning. The positive incentive of contributing to the success of the group is also an inducement to spend more time in learning activities. When students are unsuccessful, their peers have incentives to help them become successful.

Teachers are encouraged to allow students to work in teams/pals/individuals when in small group work to allow teachers to work with flexible groupings in reading and

mathematics after the large group work.

<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: <b>Full Implementation</b> 01/10/2012
	Evidence:	<p>Students are encouraged to register for out-of-school time programs held at the school. Students participate in power hour instruction, homework assistance, sports and arts events. This time period has been supported by Girl Scouts, Boy Scouts, DC Scores, City Year sports and arts groups.</p> <p>Live It Learn It boosts academic achievement and motivation for fourth and fifth grade students by supplementing conventional classroom instruction with rigorous, academically focused trips to DC's world-class resources. Live It Learn It ignites students' curiosity and potential by leveraging the DC's incredible resources as instructional tools, to interrupt the cycle of disengagement and underachievement in high-poverty schools. Each class participates in three academic programs with Live It Learn It - one in each of our three Core Content areas. All Live It Learn It programs are designed and implemented to ensure that every student - regardless of skill level or learning style - walks away with a command of challenging new academic concepts, a far deeper understanding of the connection between schoolwork and the world around him/her, and a newfound level of excitement and inspiration about learning.</p> <p>Our school improvement grant has funded our after school/Saturday Rumbling Rams test preparation program and our partnership with City Year.</p> <p>Garfield Elementary is currently in communication with the Joint Base Anacostia-Bolling (JBAB) to bring the Area Coalition for Education - Excellence (ACE-E) to our school ACE-E has the following goals.</p> <ul style="list-style-type: none"> <li>• Develop and sustain a partnership of volunteers from local area employers, community and federal/military leaders in support of public schools.</li> <li>• Inspire public school age youths to complete their education, and provide increased opportunities for experiencing self-esteem.</li> <li>• Significantly increase the number of career-focused professionals in Ward 8, Washington, D.C.</li> </ul>

<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>	<b>Objective Met</b> 9/29/2013	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012
		<b>Objective Met</b> - 09/29/2013

	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>(most) DCPS provides scheduled on-the-clock professional development days for teachers where school is closed for students.</p> <p>Pre-cycle unit planning time is provided to teachers. Administrative leave time is used to fund substitutes</p> <p>Instructional coaches and the academic leadership team are provided professional development prior to school-wide pd sessions.</p> <p>Next steps are to continue to focus work more directly. We are considering using an itemized agenda for tasks to be completed at each professional development session.</p> <p>We partnered with the American Reading company and used their Science and Social Studies Research Labs as our Extended Day Curriculum. Though this partnership, teachers were slated to receive 10 days of on-site coaching visits, which was inclusive of professional development sessions, modeled lessons, co-teaching, and side-by-side teaching for the Extended Day teachers.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>DCPS provides scheduled on-the-clock professional development days for teachers where school is closed for students. Pre-cycle unit planning time is provided to teachers. In addition, administrative leave time is used to fund substitutes. Instructional coaches and the academic leadership team are provided professional development prior to school-wide professional development sessions. Teachers can use data from assessments and standards/objectives from Pre cycle planning to design extended learning activities and time frames for implementation and completion of the extended learning program.</p>	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
		1. * design extended learning program at Garfield	
		Assigned to:	[REDACTED]
		Added date:	03/28/2012
		Target Completion Date:	06/15/2012
		Comments:	

		<b>Task Completed:</b>	08/10/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 This objective was difficult to pursue initially because had to decide what we be taught during our extended time, which individuals would deliver the instruction, and who we'd partner with to deliver targeted professional development.
	Sustain:		9/29/2013 To sustain our efforts teachers and administration will need to become experts in the content area(s) and programs in which we offer to students during the extended block of our school day.
	Evidence:		9/29/2013 The evidence that we have to prove this objective has been fully met are sign in sheets and agendas from professional development sessions with the American Reading Company, Curriculum Associates iReady, and ST Math. We also have data from ST Math and iReady programs. The district also works with two of our partners and they have also set up professional development for our extended day teachers.

### Turnaround Principles

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

**Indicator**      **H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)**

**Status**            **Full Implementation**

**Assessment**    Level of Development:            Initial: **Full Implementation** 01/10/2012

	Evidence:	<ul style="list-style-type: none"> <li>• (in process) Guiding lesson planning for regular education/resource teachers for planning of co-teacher lesson; team teaching and develop of instructional materials to be used by students.</li> <li>• (in process) Pre-cycle unit planning with grade level teaching teams determining whether lesson is co-taught; team taught or side by side taught for each period of the school day.</li> <li>• (in process) sharing with special subject teachers themes to get ideas and collaboration for unit implementation in their content areas.</li> <li>• (in process) some teachers send interim principal lesson plans for review and feedback (voluntarily)</li> </ul>
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<b>Indicator</b>	<b>I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)</b>		
<b>Status</b>	<b>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2012	
			<b>Objective Met</b> - 09/29/2013

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>A school-wide master schedule has been developed in collaboration with the School Chapter Advisory Council (SCAC) to ensure that system-wide initiatives for time are set. A 90 minute shared/guided reading block; 30 minute (Grades 1-3) and 20 minutes (Grades 4-5) phonics block; 20-25 minute writing block; 90 minute math block-including Math Games (Grades 1-5); and social studies and science blocks (2-3 times per week) are inherent. Students in Grades Preschool - Kindergarten have set schedule time-blocks in the implementation of Tools for The Mind. The master schedule provides specific times for instructional planning noted. This includes: grade level meetings, common planning time and vertical and horizontal planning.</p> <ul style="list-style-type: none"> <li>• DCPS has provided pre-cycle planning for staff to participate with other DCPS colleagues. Administrative leave with substitute coverage is provided through the local school.</li> <li>• Grade level teams meet weekly to plan and discuss upcoming instructional units and themes. Opportunity to dialogue with school administrators takes place during these meetings.</li> <li>• For the two years prior, the Academic Leadership Team consisted of the two instructional coaches. This year, the early childhood lead teacher and the data team lead teacher have been added, along with our Instructional Specialist and Special Education Coordinator. This team meets weekly to discuss school initiatives, plan focus walks, review data and make recommendations for next steps.</li> <li>• Targeted training is aligned in professional development through 6 week Individual Learning Cycles (ILC) and Collaborative Learning Cycles (CLC). Specifically in the CLC, teachers work in teams on same content areas they have specified they need support and next steps with improving their instructional practices.</li> </ul>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	One weekly grade level meeting will have a focus on differentiating and aligning learning activities with state standards. Student data will be used to inform instructional decisions in addition to the pre-planning unit cycles. Grade level teams will provide team meeting notes. A book study on Tomlinson, 2001 to provide discourse on how to address the unique needs of each student.	
	Target Date:	06/15/2012	
	Tasks:		

	1. Unwrap the theme. At the beginning of each theme, all teachers will meet during collaborative and brainstorm instructional activities that can be created to bring the teme to life. Teachers will use Howard Gardner's theory of Mutlipe Intelligence as a spring board for differentiated activities.
	Assigned to: [REDACTED]
	Added date: 03/29/2012
	Target Completion Date: 06/15/2012
	Comments:
	<b>Task Completed:</b> 08/24/2012
	2. Choice Board Activities- In order to give students voice and choice in a student centered classroom, all teachers will come together at the beginning of each theme to create nine differentiated assessment activities aligned to the standards for each unit/theme, allowing students the opportunity to decide how they will demonstrate mastery of the standards in each unit.
	Assigned to: [REDACTED]
	Added date: 03/29/2012
	Target Completion Date: 06/15/2012
	Comments:
	<b>Task Completed:</b> 08/24/2012
<b>Implement</b>	Percent Task Complete:
	Objective Met: 9/29/2013
	Experience: 9/29/2013 This objective was a little challenging as most of the leadership team had different understandings of differentiated instruction. This cause us to come up with a protocol for what differentiated instruction looks like at our school.
	Sustain: 9/29/2013 We need to continue analyzing data, studying differentiated instruction and co-teaching, and ensure that teachers plan instruction based on the needs of their children.
	Evidence: 9/29/2013 Sped and general ed teachers have common planning periods and they work together to design varying levels of activities as they differentiate content, process, or product based on students readiness, needs, and learning styles.

<b>Indicator</b>	<b>H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717)</b>
<b>Status</b>	<b>Full Implementation</b>
<b>Assessment</b>	Level of Development: Initial: Full Implementation 01/10/2012

	Evidence:	<ul style="list-style-type: none"><li>• Data meetings were funded in our School Improvement grant to devote a 2-hour period monthly to review student data and form next steps. These meetings can focus on paced-interim assessment data, Mclass text reading and comprehension (TRC) data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, Burst®:Reading Early Literacy Intervention, student work, etc.</li><li>• Checkpoint assessments are completed every two weeks to help teachers gauge student progress on identified standards on the paced interim assessment. In addition to the three times annual administration of TRC, teachers assess students mid-way through the period to check for growth. Anecdotal records are maintained from daily guided reading behavior checklists used in groups. For students who fall below benchmark level in DIBELS, students testing at intensive levels are progress monitored every two weeks and those at strategic levels every three to four weeks.</li></ul>
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## 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>Objective Met</b> 9/29/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/10/2012	
		<b>Objective Met</b> - 09/29/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Observations are done weekly by afterschool coordinator of instructional during the power hour time period. Testing data can be reviewed and aligned to see impact of extended learning time on student assessments. DCPS central out-of-school time monitors programming and use of funds. A report is sent monthly to the school of budgetary alignment of funds.</p> <p>In addition to the aforementioned items, this year, the principal and the afterschool coordinator conducted observations during the Extended Day program as well as the Professional Development Specialist from the American Reading Company.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Once this objective is fully met in our school, one will see an afterschool program that is in complete alignment with the 8 to 4 instructional program. As evidence of this objective being met, we will provide agendas from afterschool professional development, formal and informal afterschool teacher observations, and learning walk observation sheets.	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
	2. Use data from PIA and short cycle assessments to design mini-lessons for small group instruction during afterschool.		
	Assigned to:	[REDACTED]	
	Added date:	03/29/2012	
	Target Completion Date:	06/15/2012	
	Comments:		
	<b>Task Completed:</b>	<b>08/24/2012</b>	
	4. Deliver professional development sessions around a selected number of highly effective strategies from Doug Lemov's Teach like a Champion book and CD.		
	Assigned to:	[REDACTED]	
	Added date:	03/29/2012	

		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	08/24/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		9/29/2013
	Experience:		9/29/2013 This objective was easy to pursue because we used the same model that we use to observe normal school day instruction.
	Sustain:		9/29/2013 We just need to maintain a weekly focus for extended day instruction and a classroom observation schedule.
	Evidence:		9/29/2013 We created a weekly schedule in which each member of the leadership team is assigned two -three classrooms to observe on a daily basis. Leadership Team members debrief with teachers the following day and we discuss observations, feedback, and next steps at the end of the week.

<b>Indicator</b>	<b>C05 - The principal collects and acts on data from a variety of sources and in a timely manner. (1666)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012	

	Evidence:	<ul style="list-style-type: none"> <li>• System-wide weekly attendance input data is expected at 100%. When received otherwise, immediate follow-up with data entry clerk occurs.</li> <li>• System-wide weekly financial report and payroll entry data is expected at 100%. When received otherwise, immediate follow-up with business manager occurs.</li> <li>• Reports from DCPS central on facility data are immediately follow-up with custodial foreman.</li> <li>• Use data from Teach 2, 3 and 7 to continue work in TLF areas that were a part of the SIG grant recommendations through collaborative and professional development .</li> </ul> <p>Suggestions of next steps for TEACH and Reality PD is made in post-conferences and on IMPACT evaluation comment sections.</p> <ul style="list-style-type: none"> <li>• Use of Foundations/Just Words fidelity checklists to do classroom observations during phonics blocks; follow-up conversations through shared checklists copied or through oral feedback; and, use of data for next step planning through centrally offered professional development and/or fidelity visits from company representatives</li> <li>• Use of Tools of the Mind fidelity checklists to do classroom observations during phonics blocks; follow-up conversations through shared checklists copied or through oral feedback; and, use of data for next step planning through centrally offered professional development and/or fidelity visits from company representatives</li> <li>• Garfield is a School-wide Application Model (SAM) School. Regular visits from DCPS team and Kansas Team to use SAMAN and SET checklists to do school-wide visits; parent-student-faculty interviews; observation of practices; immediate follow-up debriefing of leadership team; and, final submission of written report using set scale for performance.</li> <li>• Use of DCPS IMPACT tool to evaluate all staff performance: classroom-based 3 times per year and non-classroom-based two times per year. Post-conference with all employees after all formal evaluations</li> <li>• Informal classroom visits by administrators and/or academic leadership team with oral and/or written feedback after visits</li> <li>• Staff recognitions for student/staff increases in performance. Use of attendance/performance data for referrals, adverse actions, IMPACT core professionalism decisions.</li> <li>• Review special education matrix to ensure annual and reevaluation meetings are held on time. Administrator holds staff accountable for expected timeliness.</li> </ul>
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<b>Indicator</b>	<b>H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/10/2012

Evidence:	<ul style="list-style-type: none"> <li>• Collaborative planning time is provided weekly for teachers to form instructional activities to objectives and assessments.</li> <li>• Time is provided for teachers to pre-plan units with grade level peers.</li> <li>• Teachers align benchmarks to standards.</li> <li>• Unit plans are aligned with summative and formative assessments development.</li> <li>• Checkpoint assessments are aligned to high priority standards.</li> <li>• Field trips are aligned to unit focus.</li> <li>• Teachermate programming (Grades 1-3) is aligned to Fountas and Pinnell behaviors.</li> <li>• Data is shared in monthly school improvement grant (SIG) meetings to determine next steps for planning instruction.</li> </ul>
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## Turnaround Principles

### Principle 6: School Culture and Climate

<b>Indicator</b>	<b>F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/23/2012
Evidence:	<ul style="list-style-type: none"> <li>• DCPS structures, designs and plans for all system-wide professional development days. The local school has no input in these trainings. Evaluations and exit tickets give feedback on presentations. It is expected that learning from these workshops moves into instructional practices in the classroom.</li> <li>• Collaborative Learning Cycle and Instructional Learning Cycle plans are monitored. Data from individuals in the cycle is looked at through the increased performance on the IMPACT evaluation by the school system. Data is disaggregated by the school and looked at to see the connection of coaching cycles to performance.</li> <li>• Peer (in-house) and to other school visitations are scheduled for teachers in various instructional areas. These include classroom and special subject teachers. Teachers may be accompanied by instructional coach and/or specified observation checklist to use during visit. Next steps are considered upon return.</li> </ul>	

## 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>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012
Evidence:	Data meetings were funded in our School Improvement grant to devote a 2-hour period monthly to review student data and form next steps. These meetings can focus on paced-interim	

assessment data, Mclass text reading and comprehension (TRC) data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, BURST data student work, etc.

Checkpoint assessments are completed every two weeks to help teachers gauge student progress on identified standards on the paced interim assessment. In addition to the three times annual administration of TRC, teachers access students mid-way through the period to check for growth. Anecdotal records are maintained from daily guided reading groups. For students who fall below benchmark level in DIBELS, students testing at intensive levels are progress monitored every two weeks and those at strategic levels every three to four weeks.

TOOLS of the Mind pilot school: Early childhood classrooms implement TOOLS of the Mind curriculum. Preschool and prekindergarten teachers maintain data and anecdotal records in the Teaching Strategies GOLD® online. Teachers have been given video cameras where they can capture students at work. This is extremely helpful where actual paper/pencil documentation is not available to show student learnings in centers.

City Year implementation: Burst:Reading helps teachers continuously synchronize reading intervention with students' changing needs. The technology analyzes thousands of data points to group students with similar needs and aligns instruction to those needs every 10 days for a complete solution to early literacy intervention. City Year workers implement BURST groups for students identified as intensive in Grades 1-3.

City Year implementation: The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). LLI is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. Participants include low-achieving children who are not receiving another supplementary intervention. City Year workers implement LLI groups for students identified as intensive in Grades 1-3.

Flamboyan Foundation: The Academic Parent Teacher Team (APTT) model replaces traditional conferences with three group data-sharing meetings and one individual meeting. APTT group meeting takes place three times per year, and involves parents and teachers setting academic goals; teacher sharing classroom and individual data; and, teachers providing materials for parents to do learning activities at home. An individual APTT conference can follow where teachers and parents hone in on individual student skills and plan specifically for that child. Funds for making parent materials, meeting refreshments and child care is funded through this grant. Teachers who have completed initial relationship

building home visits are eligible for administrative premium stipend money for individual APTT conferences.  
 Paul, Hastings, Janofsky & Walker LLP law firm: This partnership has provided books, computers and mentors to the school. Volunteers are currently skyping in daily to tutor grade 1 students in reading.  
 Supplementary Educational Services (No Child Left Behind): Under the provision of Leave No Child Behind, SES services are available to all Kindergarten to Grade 5 whose parents register them during the defined time period. One-on-one, small group and larger group tutoring is available for students from a selected cadre of approved vendors.

<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>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 01/10/2012

	Evidence:	<p>Students are encouraged to register for out-of-school time programs held at the school. Students participate in power hour instruction, homework assistance, sports and arts events. This time period has been supported by Girl Scouts, Boy Scouts, DC Scores, City Year sports and arts groups.</p> <p>Our school improvement grant has funded our after school/Saturday Rumbling Rams test preparation program.</p> <p>Live It Learn It boosts academic achievement and motivation for fourth and fifth grade students by supplementing conventional classroom instruction with rigorous, academically focused trips to DC's world-class resources. Live It Learn It ignites students' curiosity and potential by leveraging the DC's incredible resources as instructional tools, to interrupt the cycle of disengagement and underachievement in high-poverty schools. Each class participates in three academic programs with Live It Learn It - one in each of our three Core Content areas. All Live It Learn It programs are designed and implemented to ensure that every student - regardless of skill level or learning style - walks away with a command of challenging new academic concepts, a far deeper understanding of the connection between schoolwork and the world around him/her, and a newfound level of excitement and inspiration about learning.</p> <p>The U.S. Chess Center teaches chess to children as a means of improving their academic and social skills. The Center taught chess to children in the at Garfield during 2009-2011 school years. Program includes an instructor to Grade 4 and 5 classrooms for forty five minute periods. Tournaments are scheduled between schools as transportation allows. Program was scheduled to begin this year; however, during the administrator's medical leave of absence, there was no follow-through to ensure scheduling completion.</p> <p>Alliance de Francaise, Washington, D.C.: In 2010-2011, Garfield linked partnership with the Alliance de Francaise, Washington, D.C. to bring weekly French instruction to our Grade 3 students. All materials and funding for salary for the instructor were donated to the school. One student and her mother had the unique opportunity to go to Monaco, France to attend the junior jury of the circus. The partnership was expected to grow in the 2011-2012 school year with French instruction in Grades 3 and 4. The hours and funding for materials and instructor were funded at the Alliance de Francaise, Washington, D.C.</p>
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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>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/23/2012

	Evidence:	<p>Garfield Elementary is currently in communication with the Joint Base Anacostia-Bolling (JBAB) to bring the Area Coalition for Education - Excellence (ACE-E) to our school. ACE-E has the following goals.</p> <ul style="list-style-type: none"><li>• Develop and sustain a partnership of volunteers from local area employers, community and federal/military leaders in support of public schools.</li><li>• Inspire public school age youths to complete their education, and provide increased opportunities for experiencing self-esteem.</li><li>• Significantly increase the number of career-focused professionals in Ward 8, Washington, D.C.</li></ul>
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<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>Objective Met</b> 9/18/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/12/2012	
		<b>Objective Met</b> - 09/18/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>DCPS Central has an office designated as the Office of School Turnaround that has an assigned employee to Garfield Elementary School. This is a newly created office that was not initially involved in the transformation is 2009.</p> <p>Communication with central office to inform community of turn-around decisions were made within the two week timeline for interview of current staff (2010). Follow-up to staff from central was timely. In 2011-2012, the current administrator held a local school advisory team meeting and community meeting to announce the assignment of a new principal in the 2012 school year. Announcement for follow-up meeting for week of January 22 has also been announced.</p> <p>This year, we held monthly Vision Sharing Sessions (VSS) for our parents, staff, and community. Each month we held two meetings, one for the staff and one for the parents and community. At these meetings, we informed our stakeholders of our turnaround progress from month to month. The meetings were lively, interactive discussions as opposed to the leadership team just giving formation to the stakeholders. Minutes and notes were taken and the feedback that was received was implemented before the next monthly meeting.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is fully met, you can expect to see: you can see a newly appointed planning principal working in collaboration with new stakeholders prior to actually taking over the school but during the implementation of the transformation. You will see stakeholders from the teaching and support staff, parents and community persons integrally involved in the conversations and work to make dramatic improvement in learning.	
	Target Date:	12/31/2012	
	<b>Tasks:</b>		
	1. Meeting with be convened of Local School Advisory Team to inform them of first step in Turnaround Leadership Process. Meeting will also be held with parents with DCPS Central Leadership in the Turnaround process.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	

		Target Completion Date:	01/05/2012
		Comments:	
		<b>Task Completed:</b>	<b>01/13/2012</b>
	2. New planning principal was introduced to staff.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	01/25/2012
		Comments:	
		<b>Task Completed:</b>	<b>01/25/2012</b>
	3. Garfield Staff informed that planning principal was no longer coming to the school.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	02/02/2012
		Comments:	
		<b>Task Completed:</b>	<b>02/07/2012</b>
	4. Convene meeting of all staff not at meeting previous week to inform them that planning principal would not be coming to school.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	02/07/2012
		Comments:	
		<b>Task Completed:</b>	<b>02/07/2012</b>
	5. Letter sent home with students to inform parents that planning principal was no longer coming to the school.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	02/07/2012
		Comments:	
		<b>Task Completed:</b>	<b>02/07/2012</b>
	6. This objective will begin as soon as the planning principal is appointed. Principal will convene various groupings of staff to discuss vision and next immediate steps.		
		Assigned to:	Planning Principal
		Added date:	02/28/2012
		Target Completion Date:	04/01/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/02/2012</b>
	7. Date may change..... The planning principal will spend approximately six months getting to know families, students, staff, and community resources, while she prepares to take the helm of Garfield next school year as Principal to implement the next phase of turnaround.		
		Assigned to:	Planning Principal

		Added date:	02/28/2012
		Target Completion Date:	04/04/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/04/2012</b>
	<p>8. Date may change.....  A second Planning Principal has not been hired to date. Once hired, the Planning Principal will collaborate with Principal Tilghman and Administrator Branch to meet with teachers, parents and community members while she is conducting research and planning for next school year.</p>		
		Assigned to:	Planning Principal
		Added date:	02/28/2012
		Target Completion Date:	04/01/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/02/2012</b>
	<p>9. Date may change...  The Planning Principal will meet with all community partners to discuss current objectives and focus areas.</p>		
		Assigned to:	Planning Principal
		Added date:	02/28/2012
		Target Completion Date:	04/01/2012
		Comments:	
		<b>Task Completed:</b>	<b>04/02/2012</b>
	<p>10. School will hold LSAT elections for support staff member on team.</p>		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>06/15/2012</b>
	<p>11. The School Chapter Advisory Team will hold elections for building representative and teacher (ET-15) members.</p>		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>06/15/2012</b>
	<p>12. The School Chapter Advisory Team will hold elections for personnel committee members.</p>		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	06/15/2012
		Comments:	
		<b>Task Completed:</b>	<b>06/15/2012</b>

		13. The PTA will hold the elections for its executive board members.
		Assigned to: PTA in collaboration with Turning the Page
		Added date: 02/28/2012
		Target Completion Date: 06/15/2012
		Comments:
		<b>Task Completed:</b> 06/15/2012
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/18/2013
	Experience:	9/18/2013 This objective has been however, the original staffing model been changed. [REDACTED] was appointed principal for the 12-13 school year and is now in his second year of the principalship.
	Sustain:	9/18/2013 To sustain our efforts and continue to meet this objective Mr. Branch will continue working with key stakeholders to communicate key instructional initiatives to the larger community.
	Evidence:	9/18/2013 [REDACTED] and [REDACTED] came to Garfield and met with key stakeholders to discuss the transformation that occurred at Garfield. [REDACTED] held monthly Vision Sharing Sessions over the course of the 12-13 school year. Over the course of two years Garfield has gained 20 percentage points in math and 8 percentage points in ELA.

<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: Full Implementation 01/23/2012

	Evidence:	<p>DCPS informed school of School Improvement Grant during the spring of the 2010-2011 school year. School staff made recommendations to the Local School Advisory Team who in turn made recommendations to the principal on suggested items to include. Grant submissions were approved in the summer of 2011.</p> <p>DCPS Central has an office designated as the Office of School Turnaround that has an assigned employee to Garfield Elementary School. This is a newly created office that was not initially involved in the transformation is 2009.</p> <p>Communication with central office to inform community of turn-around decisions were made within the two week timeline for interview of current staff (2010). Follow-up to staff from central was timely. In 2011-2012, the current administrator held a local school advisory team meeting and community meeting to announce the assignment of a new principal in the 2012 school year.</p> <p>LSAT and Community meeting was scheduled for January 5, 2012 to make a formal announcement that a planning principal for the 2012 school year would be hired soon. Meeting was announced in Weekly Staff Bulletin, Weekly Parent Update and through Connect Ed-Blackboard telephone announcements. Announcement for follow-up meeting for week of January 22 has also been announced.</p>
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<b>Indicator</b>	<b>K04 - The LEA/School has engaged parents and community in the transformation process. (1649)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/23/2012

	Evidence:	<p>DCPS informed school of School Improvement Grant during the spring of the 2010-2011 school year. School staff made recommendations to the Local School Advisory Team who in turn made recommendations to the principal on suggested items to include. Grant submissions were approved in the summer of 2011.</p> <p>Communication with central office to inform community of turn-around decisions were made within the two week timeline for interview of current staff (2010). Follow-up to staff from central was timely. In 2011-2012, the current administrator held a local school advisory team meeting and community meeting to announce the assignment of a new principal in the 2012 school year.</p> <p>LSAT and Community meeting was scheduled for January 5, 2012 to make a formal announcement that a planning principal for the 2012 school year would be hired soon. Meeting was announced in Weekly Staff Bulletin, Weekly Parent Update and through Connect Ed-Blackboard telephone announcements. Announcement for follow-up meeting for week of January 22 has also been announced.</p>
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<b>Indicator</b>	<b>K05 - The LEA/School helps stakeholders overcome resistance to change. (1652)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/03/2012

Evidence:	<p>In order to reduce resistance we have set clear goals and we use teamwork to carry them out to allow conflicts to get the attention they deserve through listening respectfully and negotiating differences. We also involve teachers in collaboratively shaping and evaluating differentiating practices. In order to sustain our efforts, we need to build bridges to the new ideas that have some connection to the old ideas and we need to acknowledge resisters and passive dissenters openly as we continue building an atmosphere of common cause. We will also continue to build a positive school culture by energizing, supporting, and motivating stakeholders and celebrating small successes, as well as expressing empathy, but still expecting change, engaging in work that will lead in a shared mission/vision/beliefs and provided training and support as needed.</p> <ul style="list-style-type: none"> <li>• In 2010, Garfield's entire staff had the opportunity to reapply for their positions or seek positions elsewhere in the DCPS or outside of the District. Four of the teaching staff were selected to remain. Since that time due to budget cuts, one of the teaching staff elected to accept a full-time position in another school instead of remaining here in a part-time capacity. Individuals who did not elect to apply for positions made the decision on their own.</li> <li>• Clear expectations for performance and time and attendance are shared with all staff through guidelines in writing in faculty and staff handbook. Bulletin and posted daily announcements reinforce these areas. Staff accolades and/or oral or written letters of adverse action follow as warranted. Follow-up conferences to explain expectations occur. IMPACT evaluation areas under core professionalism (attendance, tardiness, following policies and procedures and respect) are cited as needed.</li> <li>• Teachers have the opportunity to apply for open season transfers to other schools in the spring of the school year. DCPS has created an avenue through staff scores on impact that are below minimally effective. Teachers who were IMPACTED out for performance In 2011-2012 school year, we had 100% return of staff except in the area of IMPACT evaluations.</li> </ul>
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