

Comprehensive Plan Report

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

November 19, 2013

Savoy ES-1 NCES - na

District of Columbia Public Schools

SIG Implementation Indicators

Key Indicators are shown in **RED**.

| Turnaround Principles | | |
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| Principle 1: School Leadership | | |
| Indicator | D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | <p>The school administration fully implements the district's IMPACT school staff assessment tool, meeting all on time compliance requirements as well as all internal usage requirements. The IMPACT assessment for teachers is based on nine teaching and learning framework standards, and is uniform across the district. The IMPACT system is based on formal and informal observations by schools administrators and district level master educators. The IMPACT system has a value added component where teachers' final evaluations are based on a student performance on state assessments.</p> <p>The Principal holds weekly meetings with individual teachers and grade-level teams about their performance related to student achievement. In these weekly grade level and individual data team meetings teachers are required to provide documentation of instructional planning that is based on actual and current student performance data - DIBELS, TRC, Paced Interim Assessments and teacher generated assessment documents.</p> <p>The Principal works weekly with Assistant Principal/Instructional Coach on the Individual Teaching Cycles in which teachers develop individual intervention plans. The information gleaned from the plan is discussed with teachers and used during walk through and informal observations.</p> |

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| Indicator | D02 - There is an established procedure for documenting the evaluation process. (1675) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |

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| | Evidence: | Implementation of the district's IMPACT system for assessing school-based personnel requires complete and timely documentation. All time lines and required conferencing with teachers and staff personnel have been met to date with no referrals for non compliance. In addition to the district, formal assessment process the school administrative team provides timely, consistent and on going informal assessments of the full teaching staff with regular classroom drop-ins, followed by communication summary of 1) a snapshot of the observed time and 2) suggestions for improving the lesson. The administrative team also relies on the work of the intervention coach to provide concrete plans for improving instruction, management and appropriate interventions for teachers in need. The administrative and coaching staff meets with grade level teams weekly to review student assessment data and discuss strategies and implementation processes for fine tuning the instructional planning to meet actual student needs. The district's IMPACT assessment system is based on a set of rigorous incentive protocols that reward teachers who demonstrate student performance growth as measured by the state assessment DC CAS. IMPACT additionally provides rewards and recognitions for high performing teachers and provides the highly effective staff to opt out of part of the observation cycles. |
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| Indicator | D03 - The principal provides timely, clear, constructive feedback to teachers. (1676) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | Formal feedback is provided through the district's IMPACT system for evaluating school-based personnel. Additionally, informal feedback is provided through written or verbal conversations with teachers after walk-throughs are conducted. The principal, assistant principal and intervention coach meet regularly with grade level teacher teams to reflect on student performance data, review intervention plans, and successful instructional strategies. The two school administrators have a plan for spending a portion of each school in each classroom, and providing valuable, appropriate feedback from informal observations. |

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| Indicator | F07 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | Principals and Assistant Principals are required to attend monthly, day-long sessions with a primary focus on instruction improvement. Instructional Superintendents host monthly principal meetings and separate PD sessions focused on improving instruction. |

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| Indicator | C03 - The principal is a change leader. (1664) | |
| Status | Full Implementation | |

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| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | <p>The principal replaced four teachers, instructional coach, hired 3 part -time staff to date, and completely transformed the school culture. Student referrals to the office by teachers have dropped to near zero as compared to the previous year (approximately 12-15 referrals per day), parent satisfaction/trust with the school has increased as evidenced by the growing participation in parent involvement in events and activities (7 events between September and December- parent breakfasts, parent support group meetings, parent-teacher conferences, and Back-to-School Night).</p> <p>The principal implemented a master schedule that increased learning time, focused arts-integration, and increased flexibility for differentiated instruction.</p> |

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| Indicator | C04 - The principal effectively and clearly communicates the message of change. (1665) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | <p>The principal communicates a clear and consistent message with a focus on student achievement in all regular and informal written communication, meetings, presentations, and events.</p> <p>The principal provides consistent and predictable communication with the school community through written, phone and electronic media. One highly successful and useful media has been the use of the school Facebook page. Regular postings, news events, student activities and photographs are updated regularly. The school uses the computer-based phone communication system "robo-call" several times a week to communicate all pertinent information including timely notices regarding attendance for targeted families.</p> |

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| Indicator | C06 - The principal, after reviewing the data, seeks quick wins. (1667) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | Two quick win situations |

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| Indicator | C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |

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| | Evidence: | <p>The ALT and grade-level teams are expected to provide concrete and usable suggestions for continuous improvement of the instructional program. The ALT and teacher leaders meet regularly (once per week) to evaluate the overall school program's success and overall consistency and make suggestions for modification of any element of the school operation that would move the school closer to its target:for example, the teams have clearly stated that interruptions to the instructional program are to be kept to a minimum. All programs and activities for upper grade students take place outside of the extended literacy block. The team recommended strong guidelines for field trips outside of the school building. The team also has had significant input into the school's full year events calendar.The ALT provides numerous opportunities for grade level teams, departmental teams</p> |
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Indicator **C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)**

Status **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 12/28/2011

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| | Evidence: | <p>There are three groups of teams in the school building: (1)Grade-level teams (2)Early Childhood, Primary and Intermediate Teams, and (3) Arts Team. All three teams have selected leadership with detailed responsibilities and obligations. Each team impacts the full school operation and has an opportunity to enhance individual leadership potential. Additionally, the school's ALT provides opportunity for individuals to take on more leadership responsibility.</p> <p>Grade-level achievement goals were established early in the school year after a deep study of the beginning of the year data. Grade-level teams meet weekly to evaluate progress towards meeting these goals. PIA data as well as internal assessments are similarly used. All end-of-year targets for each grade are communicated to the child and their families, and parents are apprised of their child's current proficiency level as compared to grade-level expectations.</p> <p>The principal has clearly and consistently communicated the need to remove all barriers to high quality instruction for each child. the administrative team has consistently supported individual teachers in their efforts to establish learning focused classrooms. The administrative team has taken full responsibility for setting the tone and monitoring the school climate to reflect this focus on improving instruction. Also, the administrative team developed and implemented a master schedule that supports high quality instruction in all content areas, provides opportunities for teachers to work with smaller and more homogeneous ability groups, with a minimum of interruption.</p> |
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| Indicator | F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>The challenge for aligning PD at the school-level is the competition for quality time and available resources. Again, the LEA mandated PD allows little to no time for locally developed PD.</p> <p>Local PD has been successfully implemented to date, using the DCPS guidelines, as well as strategic feedback based on the observations and data team meetings.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | <p>The assistant principal will work closely with instructional coach to ensure that those teachers who meet the criteria for work on the individual learning cycle to ensure appropriate and timely assistance. Individual teacher assistants will take the form of an individualized improvement plan with goals and timelines. Instructional coach will report directly to the assistant principal in the monitoring of each of these individual learning cycle plans. This isn't principal will assume responsibility for monitoring all improvement plans as well as subsequent professional development activities and opportunities.</p> | |
| | Target Date: | 06/01/2012 | |
| | Tasks: | | |
| | <p>1. The principal will meet weekly with the instructional coach and the assistant principal to evaluate the effectiveness of the learning cycle observations, plans and conferences. This weekly meeting will be used by the administrative team to ensure that the teacher needs, as evidenced through administrative classroom observations both formal and informal, are addressed through the learning cycles and where appropriate through specific professional development recommendations.</p> | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/23/2012 | |
| | Target Completion Date: | 02/29/2012 | |
| | Comments: | | |

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| | | Task Completed: | 06/08/2012 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 It has been a pleasure to work with both the assistant principal and the IC on completing these individual learning cycles. |
| | Sustain: | | 4/11/2013 The leadership team will continue to work with the IC to ensure that this important work continues. |
| | Evidence: | | 4/11/2013 The IC can provide the coaching calendars as well as follow up documentation that was used as part of the coaching process. |

Turnaround Principles

Principle 2: Effective Staffing Practices & Instruction

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| Indicator | E03 - The LEA/School has identified and established non-monetary staff incentives for performance. (1684) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | Teachers and paraprofessionals are provided an opportunity for leadership roles as a non-monetary incentive. Tapping the talent, interest, expertise and experience of teachers and staff has proved to be highly valuable in building further buy-in into the process of turning the school around. Teachers and staff are regularly recognized in public events and privately. |

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| Indicator | E04 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |

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| | Evidence: | Through the use of the DCPS IMPACT Assessment System, employees are given explicit feedback that provides exit points. Teachers and staff are also given points of voluntary separation from the school, where his/her comfort and/or commitment in continuing the work required is low. A copy of the full IMPACT assessment system has been uploaded into the file cabinet. |
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| Indicator | E05 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686) | |
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| Status | Full Implementation | |
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| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
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| | Evidence: | The district's IMPACT Assessment System provides clear paths for teachers and staff whose work is in need of improvement. Employees are provided clear and explicit direction when an areas of the evaluation indicates a serious deficit. Appropriate and timely warning are given to all employees who are in need of assistance. The full description of the DCPS IMPACT teacher and staff assessment system has been uploaded into the file cabinet. |
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| Indicator | E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688) | |
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| Status | Full Implementation | |
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| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
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| | Evidence: | The LEA effectively uses the IMPACT Assessment System to identify persistently low performing employees and, where necessary, expedite these employees separation from the school system. In the case of Savoy, as a turnaround school, the option to have all teachers reapply was not chosen in the summer of 2011. |
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| Indicator | E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691) | |
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| Status | Full Implementation | |
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| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
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| | Evidence: | The school has been very creative in reorganizing resources or reallocating resources to minimize the damage caused by under-performing employees. The LEA supports the school in identifying under-performing employees and in implementing the appropriate processes for separating school workers through the IMPACT assessment system. The damage of under performing employees has been further eased as separation of these employees has been significantly simplified. |
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| Indicator | D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678) | |
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| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | The IMPACT system has to be timely and complete. Assessment for quality and utility is beyond the scope of the school's responsibility. |

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| Indicator | D04 - The evaluation process is linked with the LEA's collective and individual professional development programs. (1677) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 2 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>The Individual Learning Cycles (ILC) and Collaborative Learning Cycles (CLC) partially address the need for individualized professional development. The LEA provides mandatory, uniform professional development by grade-level and content area.</p> <p>What is missing is a deep and substantive professional supervision of all new teachers as well as those teachers who are in need of improvement. The LEA evaluation process does address the new teachers by providing some additional time for the observation process cycles.</p> <p>Part of</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | <p>The school has been without an Instructional Coach for the first semester of the school year. A newly hired Coach will report to the school the first week of February.</p> <p>The Coach will have responsibility to complete the learning cycles described by DCPS; additionally she will be responsible for working the Academic Leadership Team to ensure that both DCPS-required PD and those PD activities that support the School Improvement Grant model of arts focused instruction are both successfully implemented.</p> <p>It will be the role of the identified ALT member to coordinate the activities of both, ensuring that individual teachers have access to the PD most appropriate and all teachers/staff experience the PD appropriate to the SIG model.</p> | |
| | Target Date: | 02/29/2012 | |
| | Tasks: | | |
| | | 1. Complete the school calendar for all professional development activities, modifying where needed, to include those PD activities that are specific to and in support of the SIG model for arts integration. | |
| | Assigned to: | [REDACTED] | |

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| | | Added date: | 01/28/2012 |
| | | Target Completion Date: | 02/29/2012 |
| | | Comments: | |
| | | Task Completed: | 02/29/2012 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 By the closing date of February 29, 2012, we had hired a full time Instructional Coach whose work was to ensure that all learning/coaching cycles were completed and documented. |
| | Sustain: | | 4/11/2013 The support of the administrative team will be required to ensure that the work of the IC continues and is in accordance with district guidelines. |
| | Evidence: | | 4/11/2013 The full Professional Development calendar, as well as the calendar of collaborative lesson planning, and the individual and group learning cycles/coaching cycles was completed by the Instructional coach. All calendars as well as notes and agendas are also available. |

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| Indicator | E01 - The LEA/School has created a system for making awards that is transparent and fair. (1679) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/28/2012 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>The school rebuilt its mission, vision, and core values from the ground up in full staff exercises in the summer. The school's focus on student achievement through a positive school climate does not include explicit awards for outstanding staff or teachers. Those individuals who do make an exceptional contribution to the school are noted and acknowledged both privately and in a variety of public forums - faculty caucus meetings, PTA meetings, Parent Conference Luncheons.</p> <p>Teachers are provided opportunities to be paid for extra work. The district does an exceptional job of rewarding teachers for student achievement through the teacher evaluation process, both for individual salary compensations and in a large and very public forum each fall.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | <p>The school rebuilt its mission, vision, and core values from the ground up in full staff exercises in the summer of 2011. The school's focus on student achievement through a positive school climate does not include explicit awards for outstanding staff or teachers. Those individuals who do make an exceptional contribution to the school are noted and acknowledged both privately and in a variety of public forums - faculty caucus meetings, PTA meetings, Parent Conference Luncheons. Teachers are provided opportunities to be paid for extra work. The district does an exceptional job of rewarding teachers for student achievement through the teacher evaluation process, both for individual salary compensations and in a large and very public forum each fall.</p> | |
| | Target Date: | 05/31/2012 | |
| | Tasks: | | |

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| | <p>1. The school faculty and staff will work to develop the new mission, vision, and core values through a series of meetings and workshops beginning August 2011. These workshops will draw from the existing and new community members to help determine the best path for planning for the new school year and beyond. Included in these workshops and planning development will be a series of recognition events that will be used to award outstanding members of the community including students who make significant contributions to the development of the new school. The award system will be published for the school community and communicated to the broader community as well.</p> <p>The LEA has in place a rigorous system for rewarding individual teachers through the Impact teacher assessment program. Teachers designated as highly effective may receive significant monetary compensation as well as participate in a large recognition ceremony held each September.</p> |
| | Assigned to: [REDACTED] |
| | Added date: 03/23/2012 |
| | Target Completion Date: 10/01/2011 |
| | Comments: It has been productive and useful to have a system for recognizing outstanding working personnel and provide them opportunities to extend their influence. |
| | Task Completed: 06/01/2012 |
| Implement | Percent Task Complete: |
| | Objective Met: 4/11/2013 |
| | Experience: 4/11/2013 The task was important but also gave rise to ideas that possibly more work could be done around the reward system. |
| | Sustain: 4/11/2013 The school leadership will need to stay attuned to needs and concerns of the school personnel and the ability to appropriately recognize and reward leadership and work beyond the call. |
| | Evidence: 4/11/2013 Agendas from Faculty Caucus' and other meetings are available. |

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| Indicator | E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |

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| | Evidence: | <p>Through regular phone/voice, print and electronic communications the school's leadership has communicated the goals and targets for the school's turnaround, including the recognition of high performing individuals in the school community.</p> <p>The school uses social media to also communicate the mission of the school, and communicate with a broad community of stakeholders.</p> <p>The school also holds events and programs throughout the school year to help parents and community understand the mission and vision of the school's turnaround programming, focused on the arts.</p> <p>Savoy has received a great deal of high profile media attention in SY 12-13 including visits from artist Yo Yo Ma and Kerry Washington (who adopted the school) and a group of students were invited to perform at the White House for the First Lady. These events and media coverage have played a significant role in helping spread the word about the school's programs and successes.</p> |
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| Indicator | E07 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690) | | |
| Status | Objective Met 5/8/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 01/28/2012 | |
| | | Objective Met - 05/08/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The full implementation of IMPACT has fully and clearly delineated paths and procedures for handling underperforming employees. With the advent of the Individual Value Added portion of the teacher evaluation, a significant portion of a teacher's final evaluation is calculated on the testing performance of her or his students in the state assessment. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The district provides two levels of direct support for identifying and assisting underperforming employees. Through the impact and assessment system all employees are provided a fair and timely assessment of the quality of their work and their works direct impact on student achievement. The employee assessment system identifies paths whereby assistance can be provided for underperforming or global warming employees. Additionally through the office of labor relations there are policies and procedures in place that assist administrators in moving underperforming employees whose work is determined to be not only subpar but actually detrimental to the full and successful operation of the school. | |
| | Target Date: | 06/30/2012 | |
| | Tasks: | | |
| | 1. The function of providing assistance to low performing employees resides in the state office or in central office for the District of Columbia public schools. These systems of support provided by the central office are executed by central office personnel through the principal of the local school. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/23/2012 | |
| | Target Completion Date: | 05/01/2013 | |
| | Comments: | | |

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| | | Task Completed: | 05/01/2013 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 5/8/2013 |
| | Experience: | | 5/8/2013 The number of low performing personnel has been very small. While IMPACT assessment identified these low performing personnel, the DCPS HR Office did provide support and allowed for staff to appeal their ratings through two different avenues. The local school did provide direct counseling and did provide concrete steps for improving identified weaknesses before the final assessment ratings were submitted. |
| | Sustain: | | 5/8/2013 Continuing with due diligence in terms of following the stated guides for assessing and conferencing with all personnel - including those who are low performing - and working beyond compliance to counsel employees through the IMPACT process. |
| | Evidence: | | 5/8/2013 All documentation for on-time submissions of IMPACT assessments and subsequent conferences, as well as any required meetings called by representatives from the Office of LMRE and employee representatives are available. The IMPACT system, which is completely on line, provides a good trail of evaluations, time lines, and supporting documentation for employee job performance evaluation. |

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| Indicator | F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>The school has had an instructional coach for two if the previous four semesters, primarily at the school's choice. Moving forward in SY 14 there will be a full time instructional coach. With the support of an IC the local professional development will be more seamlessly and consistently executed.</p> <p>The focus of the work of the IC will remain primarily under the management of the DCPS central office, with a combination of a group and individual learning/coaching cycles.</p> <p>Additionally the schools turnaround model, focused on the arts, allows for some arts-based professional development as occurred this year. The recognition as one of eight nationally recognized Turnaround Arts School by the President's Committee on the Arts and Humanities has provided additional opportunities for high quality professional development.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | <p>The district provides timely and consistent training that is aligned with objectives both for student literacy and student numeracy. The district publishes a professional development calendar in the summer preceding each school year. The calendar allows for timely and appropriate training for each schools instructional coach. These periodic training sessions are followed by a full day of professional development at each school on the school calendar.</p> <p>Additionally each schools instructional coach is required to provide direct services to two distinct groups of teachers. Teachers may be provided additional training and direct support through an individual learning cycle or through the collaborative learning cycle. Both of these cycles are managed by the instructional coach in close contact with schools administrative team. These learning cycles provide opportunities for the instructional coach to work with individual teachers who may be low performing or underperforming as well as with groups of teachers whose instructional support needs may be closed more closely aligned.</p> | |
| | Target Date: | 05/31/2012 | |
| | Tasks: | | |

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| | 1. Task one is to disseminate the full school calendar as published by the district at the beginning of each school year. Instructional coach and administrative team will unmann and enhance this calendar by including all individual and collaborative learning cycle meetings and dates by semester. All reporting on these learning cycle meetings and work is made through the central office as well as directly to the school's administrative team |
| | Assigned to: [REDACTED] |
| | Added date: 02/08/2012 |
| | Target Completion Date: 02/29/2012 |
| | Comments: The yearly professional development calendar has been completed. The IC stepped down from the position in January but the individual learning cycles as well as the DCPS PD has been provided. |
| | Task Completed: 05/11/2012 |
| | 2. The IC will work with identified teachers in addition to those identified for the individual coaching cycle |
| | Assigned to: [REDACTED] |
| | Added date: 04/11/2013 |
| | Target Completion Date: 05/25/2012 |
| | Comments: |
| | Task Completed: 06/08/2012 |
| Implement | Percent Task Complete: |
| | Objective Met: 4/11/2013 |
| | Experience: 4/11/2013 There was an identified need to have the Instructional Coach service some additional teachers. It was professionally handled and was useful to have the flexibility to add these tasks to the IC's caseload. |
| | Sustain: 4/11/2013 We will monitor if the need should arise to extend this task in the upcoming year. |
| | Evidence: 4/11/2013 The Instructional Coach can provide her calendar, meeting dates, and follow-up notes for each teacher. |

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| Indicator | F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The school needs consistent policy and support for new teachers from the District Office(LEA). Alternatively, the school could develop an in-house induction program with a slight realignment of resources and a more realistic hiring window. While the recommendation has been to build an in school induction program, there are no funds allotted in the 14 budget and no support is offered from DCPS. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Instructional coach will assign each new teacher to both an individual learning cycle as well as a collaborative learning cycle at the beginning of the school year. Additionally each new teacher will be assigned a master teacher buddy who will be an informal contact throughout the school year with the new staff member. Each new teachers progress will be tracked through the learning cycle process as well as through informal reporting through the buddy teacher and administrative support team | |
| | Target Date: | 08/31/2012 | |
| | Tasks: | | |
| | 1. By August 1, 2012 all new teachers to Savoy school will be identified. The instructional coach will place these new teachers in both individual learning cycles as well as collaborative learning cycles with planned meetings and individual training sessions for each semester. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/08/2012 | |
| | Target Completion Date: | 09/30/2012 | |
| | Comments: | Two days of PD were provided at the beginning of the school year, in August 2012, which included placing new staff in collaborative and learning cycles by the Instructional Coach. | |

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| | | Task Completed: | 08/17/2012 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 This process was relatively easy to complete. The ongoing PD has been very useful. |
| | Sustain: | | 4/11/2013 The continued support by the Instructional Coach and the academic team has appropriate and both are committed to sustaining the work. One newly hired teacher quit in December 2012. |
| | Evidence: | | 4/11/2013 The instructional coach has been a calendar and schedule for all learningcycle work. |

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| Indicator | F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694) | | |
| Status | Tasks completed: 1 of 2 (50%) | | |
| Assessment | Level of Development: | | Initial: Limited Development 12/28/2011 |
| | | | Objective Met - 04/11/2013 |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>As a transformation school with a focus on Arts-Integration, we have sometimes been in conflict with the LEA mandatory professional development. The LEA PD has priority over time and resources with little flexibility allowed for schools. This is a serious problem that must be addressed for the school to be successful in providing appropriate and timely PD that matches the school plan.</p> <p>The addition of a full time Instructional Coach in SY 14 will alleviate and address the PD needs if e local school.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | <p>The district provides a a full calendar for all professional development each summer. The districts professional development calendar is extensive, providing little opportunity for the local school to develop its own professional development activities. While it will be helpful to have staff and student performance input into developing local school professional development activities, in reality there is very limited opportunity to do so.</p> <p>This is an area of real opportunity for Savoy as a school improvement grant designee to ask for autonomy in the area of locally determined need for specific professional development.</p> | |
| | Target Date: | 09/01/2012 | |
| | Tasks: | | |
| | <p>1. In addition to professional development provided by the central office Savoy elementary will develop a series of workshop events and activities that are based in the restructuring model. These professional development activities will include training and workshops for arts integration. The restrictions on time however, or severe. The district provided professional development takes the entire day for each of the designated professional development days.</p> | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/23/2012 | |
| | Target Completion Date: | 12/01/2011 | |
| | Comments: | The principal worked closely with arts partners and arts education organizations to provided additional PD focused on the arts based model | |
| | Task Completed: | 12/09/2011 | |

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| | | 2. In school year 13-14 the school has increased the focus on the instructional practices supporting math and literacy teaching for differentiated instruction. This focus has three important components - consistent student performance data collection and sharing, professional conversations about sharing the data with team members, reporting to and monitoring by the administrative and support staff (instructional and intervention coaches.) The task will be reported on through the calendar of data team and grade level team meetings, summaries of data collection and instructional planning that is based on contemporary student performance in math and literacy. |
| | | Assigned to: [REDACTED] |
| | | Added date: 09/18/2013 |
| | | Target Completion Date: 11/25/2013 |
| | | Comments: This task was developed from the leadership team - the principal, the assistant principal, the instructional coach and the intervention coach over the span of the first four weeks of the new school year. This task requires consistent data collection and reporting as well as the translation of this data into actionable instructional plans. The grade level teams are required to submit uniform weekly plans for literacy and math. |
| Implement | Percent Task Complete: | |
| | Objective Met: | 4/11/2013 |
| | Experience: | 4/11/2013 The work of completing the training opportunities and partnering with outside professional organizations was satisfying and very productive |
| | Sustain: | 4/11/2013 We will need to continue to reach out to outside organizations and partners to extend our reach and professional growth. |
| | Evidence: | 4/11/2013 The school calendar and weekly Bulletin provide evidence that these and opportunities occurred. |

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| Indicator | F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695) | | |
| Status | Tasks completed: 1 of 3 (33%) | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | LEA provided PD is on-going and job-embedded; however, the PD is not differentiated nor does it match the goals of the school's improvement plan. The school offers more targeted professional development aligned to the school's improvement goals, but is restricted by LEA mandates. The Instructional Coach will provide groups and individual coaching cycles that will address the individual needs for PD. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The district provides high-quality, ongoing and comprehensive professional development for all teachers and administrators throughout the school system. There is little opportunity for the local school to determine its own path for professional development. Additionally the district professional development, while high-quality and related to topics important to promoting student literacy, the training is generally one size fits all. | |
| | Target Date: | 09/01/2012 | |
| | Tasks: | | |
| | 1. [REDACTED] and [REDACTED] will be trained in all aspects of the required professional development as provided by the district central office. [REDACTED] will be the primary trainer and will be responsible for completing the activities and workshops on each of the designated professional development days. [REDACTED] and [REDACTED] will complete the specific activities related to each of the professional development days. These professional development activities will be communicated to the faculty and staff through the weekly bulletin. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/23/2012 | |
| | Target Completion Date: | 12/30/2011 | |
| | Comments: | [REDACTED] and [REDACTED] provided the training and schedules for each of the PD days for the year. | |
| | Task Completed: | 09/14/2012 | |
| | 2. School's Arts Integration Coordinator will develop a plan of action for sustainability for the arts integration initiative at Savoy. Professional development calendar for SY 2014-15 with topics will be identified. Professional development will target whole school (monthly sessions) and grade level teams at morning collaborative sessions for teachers. Suggested topics include - evidence lesson planning with arts integration within ELA and math, project-based learning (arts assessments) as part of student performance in classrooms, and school-wide arts events, performances, and visual arts displays to demonstrate arts education and arts integrated learning. | | |

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| | | Assigned to: | ██████████ |
| | | Added date: | 09/23/2013 |
| | | Target Completion Date: | 05/12/2014 |
| | | Comments: | |
| | <p>3. At the school level, Savoy Academic Leadership Team has created a professional development plan and calendar of activities to support school priorities of increased student achievement in reading and math through an arts integration focus. The professional development sessions take place during morning collaboratives, DCPS PD days, and additional afternoons (monthly). Some of the topics include: Movement/dance, spoken word, vocal and instrumental music, photography (iPads, cameras). For example within the visual Arts - teacher self assessment of their comfort with implementing the arts integration model within their classrooms to enable differentiated coaching supports in the arts integration model at Savoy. All of the above are used to supplement the instructional strategies within the literacy and math blocks, projects, centers, and small group instruction.</p> | | |
| | | Assigned to: | ██████████ |
| | | Added date: | 09/23/2013 |
| | | Target Completion Date: | 05/12/2014 |
| | | Comments: | Instructional Coach will work collaboratively with the Arts Coordinator to develop, monitor, and support instructional staff with facilitating the training and teachers with implementation of the professional development plan. |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 This task was easily and appropriately accomplished on time by the responsible person. It was an appropriate and easy task Tao accomplish. |
| | Sustain: | | 4/11/2013 The Instuctional coach needs to continuously meet with the leadership team to ensure that the high quality professional development continues throughout the year. |
| | Evidence: | | 4/11/2013 The school calendar and weekly Bulletin provide evidence that these activities occurred as planned. There are additionally agendas available. |

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| Indicator | F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>The school has actually made adequate progress towards the simpler and easily attained goals. For example, the teachers of the Arts and Music Team have made significant progress in using the skills and content provided in PD to enhance their instruction.</p> <p>The Instructional coach as a part of the academic leadership, will take the major role in ensuring that the PD.</p> | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | <p>The district office provides a full calendar as well as Paris training and follow-up training opportunities that are expected to be implemented by all schools. Schools have very little flexibility in providing site-specific professional development. Savoy has been able to provide some arts training as part of our partnership with local arts and arts education institutions. The local school is mandated however, to follow the training calendar as well as implement the training sessions that are dictated by the office of professional development in central office.</p> | |
| | Target Date: | 06/01/2012 | |
| | Tasks: | | |
| | <p>1. As part of the work of the instructional coach, [REDACTED] will create a monthly calendar that designates which teachers will be in one of two learning cycles. While the goals of the two cycles differ both include pre-meetings or training sessions, classroom visits, and post visit conferences with appropriate documentation. [REDACTED] will be responsible for monitoring the effectiveness of the training for teachers who participate in one or both of the learning cycles. Participating teachers as well as activities in each learning cycle will be published and distributed to the faculty and community through the weekly bulletin.</p> | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 03/23/2012 | |
| | Target Completion Date: | 02/29/2012 | |
| | Comments: | | |

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| | | Task Completed: | 06/08/2012 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 It was easy and professional to work with the IC to complete both the required pd and the arts training with our partners. |
| | Sustain: | | 4/11/2013 We will need to continue this work into the new year, and proved appropriate support to the instructional coach. |
| | Evidence: | | 4/11/2013 The coach has the a meeting dates, agendas, and notes for all pd activities. |

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| Indicator | F08 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Limited time and resources, as well as LEA mandates for PD impacts development of fully aligned PD. The academic leadership team has worked on both informal observations, and where applicable, through the IMPACT system. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | As part of the work of the instructional coach, two separate teams of teachers are provided additional professional development opportunities. The individual learning cycle provides more one-on-one training from the instructional coach with individual teachers on items specific to the teaching and learning framework, the basis for the district teacher assessment system. These trainings and meetings held with individual teachers or small groups dovetail with classroom observations, development of individualized improvement plans, and a system of monitoring progress towards meeting the goals outlined in these plans. The second opportunity teachers have for more individualized professional development is through the collaborative learning cycle. In these cycles teachers are grouped for more specific training. One example of this second learning cycle group would be the work teachers are doing whose children are in the testing grades. More detailed training has been provided for the teachers aligned with the district focus on teaching literacy and more complex text. | |
| | Target Date: | 06/01/2012 | |
| | Tasks: | | |
| | 1. Instructional coach will develop a monthly calendar that details both series of training opportunities for teachers, the individual learning cycle and the collaborative learning cycle. This monthly calendar as well as updates to it will be reviewed monthly and a meeting with administrative team. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/15/2012 | |
| | Target Completion Date: | 02/20/2012 | |
| | Comments: | | |

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| | | Task Completed: | 06/08/2012 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 The experience has been very professional and easily to accomplish pd experiences for identified teachers by the IC. |
| | Sustain: | | 4/11/2013 We will provide the continuous support for the IC as needed. Te IC is a important member of the leadership team. |
| | Evidence: | | 4/11/2013 The IC can provide the coaching cycle calendar as well as agendas and follow up notes. |

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| Indicator | G01 - The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | The school's teacher recruitment and retention plan is based on current research that states that teachers place high value on the quality of their working conditions. These conditions include a well-organized and well-run school, a school where disciplinary interruptions are at a minimum, where supplies and resources are readily available, where teachers are valued as professionals and treated as key decision-makers, and where teachers can expect individualized support, assistance, and recognition. Recruitment of teachers is conducted by a team of highly-qualified teachers. These same teachers prepare questions and conduct interviews of all potential candidates. |

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| Indicator | G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |

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| Evidence: | The school's system of procedures and protocols for recruitment, evaluation, reward, and teacher replacement is based research-based best practices and data. |
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| Indicator | I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711) |
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| Status | Full Implementation |
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| Assessment | Level of Development: | Initial: Full Implementation 01/25/2012 |
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| Evidence: | The master schedule was developed in the summer and distributed to all teachers and staff at the opening of school orientation training sessions. The schedule includes collaborative lesson planning time as well as individual, group and grade level planning. The responsibilities and expectations for use of the planning times has been communicated through the Teacher Handbook and is reinforced through the weekly Faculty Caucus meetings. |
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| Indicator | I04 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719) |
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| Status | Full Implementation |
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| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
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| Evidence: | Teachers and support staff use a variety of approaches to the delivery of high quality instruction to all students, at varying achievement levels. Teachers plan and delivery large and small, targeted group instruction, as well as effectively using the paraprofessional staff to support small group and individual instruction. Students are trained to work independently as a requirement for success. Extensive use of computer/technology based instruction is evident throughout the building. Families expect students to have meaningful and regular homework as part of the school experience. |
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| Indicator | K01 - All teachers demonstrate sound homework practices and communication with parents. (1720) |
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| Status | Full Implementation |
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| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
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| Evidence: | Teachers have provided families with guides that clearly delineate expectations around homework. Parents are reminded at PTA functions, through the use of robo-calling, print materials and in all meetings of the school's homework policy. Each individual meeting with a family and the school, for any purpose, includes conversation about the importance of the family's support in having children complete homework. |
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Turnaround Principles

Principle 3: Effective Use of Time

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| Indicator | J04 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706) |
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| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | The School Improvement Grant (SIG) provided the school with funds that have been allocated to extend the school day in the arts, bring in outside experts in the arts and arts education, and explore opportunities to get students and teachers connected to programs and organizations outside of the school community. |

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| Indicator | I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/25/2012 |
| | Evidence: | In adopting a new scope and sequence this year, all teachers have had to creat curriculum as the year opened. While some supplemental materials were district-provided, there have been slow efforts at the central level to provide teachers with a concrete curriculum and appropriate materials. The teachers have sholdered the burden of developing curricular materials, and given the circumstances have risen to the daunting challenge. |

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| Indicator | I05 - All teachers employ effective classroom management. (1721) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | At the beginning of the current school year we agreed to hit the "reset button." Through purposeful, regular and predictable routines the teachers and administrators have communicated clear and attainable student behavior expectations, both in the traditional definition of behavior as well as the definition of the work students are expected to engage in at all times. School begins, for students in grade 1 through 5 with a brief Morning Meeting where students recited the school creed which includes the core vales of the school. Students assist each other with chant, and call and response around expectations. The key values communicated repeatedly are "Order, purpose, and respect." The teachers follow through with the same communication of expectations, and following through on them. Students are expected to have "perfect" behavior and stay engaged with meaningful and appropriately challenging work. Student behavior disruptions to the school day have been practically eliminated when compared to the last three months of the previous school year. |

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| Indicator | F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696) | | |
| Status | Objective Met 4/11/2013 | | |
| Assessment | Level of Development: | Initial: Limited Development 12/28/2011 | |
| | | Objective Met - 04/11/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | With limited time and multiple demands, collaborative and active learning based on sound professional development training is often short changed. The schedules have been modified to require specific and timely collaborative learning opportunities. The Instructional Coach will manage these opportunities and work closely with the leadership team. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | The school has developed a useful calendar that provides adequate opportunity for collaborative lesson study and training. Each morning of the school week there is a 35 min. instructional block dedicated to professional development, professional collaboration, and meaningful feedback sessions. The district calendar provides one full professional development day every nine weeks. Additionally the school has determined how to use outside resources to keep the professional staff connected to relevant, meaningful, and timely training related to the school improvement grant model. | |
| | Target Date: | 01/15/2012 | |
| | Tasks: | | |
| | 1. The instructional coach in collaboration with administrative team and teacher leadership team will ensure full implementation of all collaborative lesson study times, district mandated professional development days, as well as coordinate external training opportunities for all teachers and staff. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/08/2012 | |
| | Target Completion Date: | 02/29/2012 | |
| | Comments: | The pd occurred as planned. | |

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| | | Task Completed: | 02/06/2012 |
| Implement | Percent Task Complete: | | |
| | Objective Met: | | 4/11/2013 |
| | Experience: | | 4/11/2013 The process was easily and professionally executed. |
| | Sustain: | | 4/11/2013 The same process will be applied throughout the remainder of school. |
| | Evidence: | | 4/11/2013 There are calendars and planning guides as well as Bulletins that provide evidence of completion. |

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| Indicator | J01 - The principal is familiar with research and best practices associated with efforts to increase learning time. (1703) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 | |
| | Evidence: | <p>The principal is in his 20th year as a school leader. Most of his experience has been in middle school, where appropriate scheduling is the foundation for a successful school day. He is a master at master scheduling.</p> <p>In resetting the school focus on the arts the schedule achieved all stated goals: 1) Increase of uninterrupted instructional time in the core of literacy and numeracy, 2) Increase of times for arts/music/PE/literary arts for all students, appropriately distributed by age and grade. 3) Eliminated the loss of time through disruptive transitions - staggered lunch periods, staggered recess periods, staggered timing of special classes - and elimination of interruptions to the core school day.</p> | |

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| Indicator | J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 | |

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| | Evidence: | Through the School Improvement Grant, as detailed in the approved budget, a minimum of five major arts and arts education organizations have partnered with the school to enhance the arts program and support the core instructional program. In School year, 2013-14, the schools has added other partners that provide reading and math remediation supports and enrichment for students, grades 3-5, in after school and Saturday school programs. These partners include - Concerned Black Men, Beverage and Diamond law firm, the local field office of the FBI. The Reading Corp. provides one-on-one reading tutorial for select students (18) who have been identified as below grade level (high basic DCCAS performance) for 20 minutes each day. These students participate in a 6 week cycle. |
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| Indicator | J07 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | The School Improvement Grant (SIG) budget included funds targeted specifically to supporting arts integration training and exposure for the full faculty and staff. These targeted PD opportunities have occurred on the schedule as planned and will continue throughout the duration of the grant cycle. |

Turnaround Principles

Principle 4: Curriculum, Assessment and Intervention System

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| Indicator | H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | The LEA provided scope and sequence requires teachers to develop units of study and daily lesson plans that align with the state standards. Teachers use a similar format for developing lesson plans across grade levels and content areas. |

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| Indicator | I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716) | | |
| Status | Tasks completed: 2 of 3 (67%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/25/2012 | |
| | | Objective Met - 05/08/2013 | |
| | 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: | Teachers are working both in grade level teams as well as with support and enrichment teachers to explore, plan and implement strategies that address the diversity of learning styles and current ability achievement levels throughout the student population. The measures of success at these efforts reveal mixed results. Although a baseline of achievement data was established in the beginning of the school year, student success on the district Paced Interim Assessments has show some but limited growth. The competing assessments are at times in direct conflict with the school's stated goals of raising student reading and math levels to grade level by the end of the year. | |
| Plan | Assigned to: | [REDACTED] | |
| | How it will look when fully met: | Grade level teacher teams will plan collaboratively. These weekly and monthly plans will be reviewed by the instructional coach as well as the assistant principal. The teacher teams lesson plans will reflect several approaches to differentiated grouping for instruction both in literacy and mathematics. | |
| | Target Date: | 02/29/2012 | |
| | Tasks: | | |
| | 1. The instructional coach will provide each grade level teacher team with templates and appropriate training to assist in unifying planning that reflects the differing needs of students in each grade. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/15/2012 | |
| | Target Completion Date: | 03/20/2012 | |
| | Comments: | | |
| | Task Completed: | 01/02/2013 | |
| | 2. The instructional coach will provide each grade level teacher team with templates and appropriate training to assist in unifying planning that reflects the differing needs of students in each grade. | | |
| | Assigned to: | [REDACTED] | |
| | Added date: | 02/15/2012 | |
| | Target Completion Date: | 03/20/2012 | |
| | Comments: | | |
| | Task Completed: | 10/02/2012 | |

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| | | 3. In school year 13-14 the grade level teams and data teams will add monthly vertical team meeting in literacy and math. The vertical teams will focus on re-teach prior to and post PIA assessments to take a deep look at the standards covered in each test. Students whose interim assessments indicate the need will be identified for interventions; teachers will also be required to develop reteach plans that support the student needs. The teacher will build collaborative plans to work across grade levels and vertically for literacy and math. |
| | Assigned to: | ██████████ |
| | Added date: | 09/18/2013 |
| | Target Completion Date: | 02/28/2014 |
| | Comments: | The instructional and intervention coaches, supported by the principal and assistant principal, will take on the role of strong support for guiding teachers in the variety of grade level, data team and planning review meetings. The addition of the vertical teams' meeting will provide opportunities for teachers to track the development of trends in math and reading that could be more easily addressed through timely interventions and other support services. |
| Implement | Percent Task Complete: | |
| | Objective Met: | 5/8/2013 |
| | Experience: | 5/8/2013 The grade level team meetings have provided a very powerful opportunity for the academic leadership team to meet with small groups of teachers to discuss the use of data to help undergird appropriate planning, to review strategies for reaching all students at their academic performance levels, and to explore the use of cross-classroom resources to unify the instructional program. The weekly meetings have provided an appropriate setting for frank conversations as well as provide time and opportunity for the leadership team to listen to and address concerns that the classroom teachers may bring. |
| | Sustain: | 5/8/2013 We will continue to hold the team meetings as sacred parts of the weekly work and hold all team members accountable in a safe setting. |
| | Evidence: | 5/8/2013 The leadership team keeps a complete notebook that captures all of team meetings agendas and notes. The notebook is available for scrutiny and review by any team member at any time. The notebook is referred to often by the leadership team in reviewing strategies, assignments and data gathering to monitor continuous growth. |

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| Indicator | H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |

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| Evidence: | Teachers use a variety of assessment instruments including the LEA provided PIAs, DIBELS, RAZ Kids, etc. Teachers look at the data from First In Math to see whether students have mastered math concepts. Teachers also use their own assessments to monitor student progress. Assessments are done on a weekly, bi-weekly, and a six-week cycle. |
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Turnaround Principles

Principle 5: Effective Use of Data

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| Indicator | J08 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| Evidence: | The turnaround model is based on the fundamental belief that students who are actively engaged in school in a variety of activities, addressing several ways to be successful, will stay in school longer, see school as a positive experience, and adapt the habits of being good students and sound citizens. Most of the data around the success at this is anecdotal, but the school also expects the standardized performance measures to reflect a positive growth in academic success. | |

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| Indicator | C05 - The principal collects and acts on data from a variety of sources and in a timely manner. (1666) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| Evidence: | The principal and the Academic Leadership Team (ALT) work closely with grade-level team teachers to review assessment data. Beginning with all school assessments in Reading and Math in September through the Paced Interim Assessments (PIA) and internal assessments as determined by teachers, the administrative team and the ALT investigate ways to provide more specific and targeted instruction to students. Data collection includes subcategories such as student attendance, teacher attendance, verification of working phone numbers, all of which are used to develop and implement corrective strategies. As an example in the month of February the attendance committee has seen a dramatic drop in the number of required referrals to child and family services through intensive work of communicating two and reaching out to families through a variety of methods. The raw daily attendance data has been used to develop the strategies and has been instrumental in the ability to rapidly and effectively respond. In addition the ALT uses a variety of data collection around student performance to help monitor appropriate instructional practices, encourage continuous growth, and identify | |

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| Indicator | H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | The LEA provides a scope and sequence for units of study that align the standards. The LEA provides PIAs that allow teachers and administrators to assess progress toward meeting the standards. |

Turnaround Principles

Principle 6: School Culture and Climate

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| Indicator | F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 12/28/2011 |
| | Evidence: | Principal and ALT have successfully defined the school culture as one where order, purpose, and respect provide opportunities for teaching and learning. The continuous work of supporting teachers as they more fully differentiate their teaching is a priority effort for the foreseeable future. |

Turnaround Principles

Principle 7: Effective Family and Community Engagement

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| Indicator | J02 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | With the arts focused model for the School Improvement Grant, the principal quickly identified many important external partners whose work in their specific fields, coupled with their history of working with school-aged students, would provide a rich complement to the instructional program. The SIG grant has allowed an extension of available resources and opportunities for student in encounter success and thereby continue to experience school as a positive part of their day. |

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| Indicator | J03 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |

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| Evidence: | The principal has drawn on considerable city-wide resources to pull a cohesive and comprehensive program of art-based supports to the core instructional program. Still in the first-half of the first year of implementation, the SIG proposal has provided extended school opportunities for students. The school's administration is exploring an enriching program to connect to the traditional summer school program. |
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| Indicator | J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | By supporting the logistical support to expend the School Improvement Grant funds the LEA assists in the important work of networking with and developing partnerships. |

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| Indicator | K02 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | It was the LEA's responsibility to provide appropriate and timely communication to the school community as the roll-out of the transformation plan occurred. The LEA accomplished this through public forums and the extensive use of print and electronic media. |

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| Indicator | K03 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | The LEA and the school held a series of meetings early in the school year as an opportunity to communicate the urgency of the transformational change. The school community recognized that the culture of the school as defined by student behavior throughout the school day, the teacher's ability to keep classes focused on the work of school, and the positive attitudes towards school exhibited by the students had to completely and irrevocably change. This was accomplished at the opening of the school year in August 2011. There has been absolutely no retreat on the focus for rapid change, rapid improvement in the targeted areas. These changes have laid important ground work for the development of a sound, sustainable instructional program. |

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| Indicator | K04 - The LEA/School has engaged parents and community in the transformation process. (1649) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |

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| | Evidence: | The school had a "blitz" effort in the fall to ensure that the school community was aware of the School Improvement Grant and the specific programming focus the SIG model would provide. Through public meetings, the use of robo-calls, print and electronic materials the school has communicated and engaged the school community in the transformation that being a "Turnaround School" means. |
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| Indicator | K05 - The LEA/School helps stakeholders overcome resistance to change. (1652) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/28/2012 |
| | Evidence: | <p>There has been a dearth of resistance to change from the school community. Those community members who were unhappy with the previous school - families as well as employees - were not present when the new school year opened.</p> <p>Those individuals in the school community who have had questions about the changes have been able to have their concerns addressed through the open-door, open-communication policy of the school's administration.</p> |