- August meeting with all community and university partners and staff to lay out Improvement Plan and components, Leadership Team and committees, as well as needs to offer all stakeholders an opportunity to support students in identified areas. Over 30 partners attended and participate at this meeting.
- Work with IUPUI College of Education to support their emerging teachers who attend classes at Washington, as well as earn their classroom hours at our school. Presented to students this fall during one of their classes.
- Hosted Indy Impact day with IPL assisting over 60 students who came in over fall break to complete community service projects in and around the school.





Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Monthly Performance Report for Schools, Lead Partners and TSO

Federal funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As a school or school partner working towards swift and sustainable improvement you are required to submit a monthly update to the IDOE Outreach Office for School Improvement and the State Board of Education.

The report is designed to meet the federal requirement for schools in priority and focus status as well as provide information that is based on school and student data.

The report template allows for personalization that matches the school improvement plan you have submitted but also forces the alignment of goals to research based Turnaround Principles from the USDoE (Core Question 1). The Turnaround Principles are classified into three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Information on these three domains and association nine turnaround principles can be found on the IDOE website at www.doe.in.gov. Core Questions 2 & 3 also align to Turnaround Principles, and Core Question 4 is for TSO operators only.

Your regional outreach coordinator will be available to assist you on behalf of the IDOE as you complete this monthly report.

Please use the reference numbers (1-9) associated with the Turnaround Principles below in each response for Core Questions 1-4.

Readiness to Learn

- 1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards
- 2. School Environment: Creation of a school climate that is safe and disciplined.
- 3. Supportive School Culture: System that supports students' social, emotional and health needs that improves school safety and supports
- 4. Family & Community Involvement: School provides a mechanism for engaging family and community

Readiness to Teach

- 5. Effective Teaching and Instruction: Creation of a system that supports teacher growth though multiple opportunities of professional development.
- 6. Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.
- 7. Data Driven Decision Making: System of collaboration exists that allows for consistent, on-going opportunities for staff to use data to inform instruction.

Readiness to Act

- 8. Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.
- 9. Time: Redesign of the School Day, Week or year to allow for additional time for student learning and teacher collaboration

Directions for Report Completion and Submission Expectations:

Please submit to Outreach Office for School Improvement by the third Friday of the Month September- June. Email delivery is preferred to Rmcknight@doe.in.gov and lnaughton@doe.in.gov. If called upon to present at the State Board of Education meeting the data in this template should be accompanied by a power point representation of information. At a minimum you will be called upon to present at least once a year.

Core Question 1: Is the educational program a success?

This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication "performance indicators." The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

Core Question 2: Is the school providing appropriate conditions for success?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #____" within column 1 if this is exists.

Core Questions 3: Is the organization effective and well run?

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___" within column 1 if this is exists.

Core Question 4: Is the organization in sound fiscal health?

To be answered by TSO partners only

School Goals as Stated in	Key Performance	Baseline	Target	Next steps	Turnaround
School Improvement Plan	Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated	Daseille	Target	Next steps	Principle Alignment
	data as well.				- "
Goal 1	ELA ECA Results:	2013 ELA ECA Results:	Using a Growth	Comprehensive	Readiness to
Comprehensive Literacy			Model:	Literacy	Learn:
Initiative:	1 st TimeTesters 2010-13	1 st Time Testers – 39%	2014 51 4 564 7	Initiative:	1. Strong
	48% Pass 2010-11	pass	2014 ELA ECA Target:	•Common high	Instructional
	48% Pass 2011-12		1 st Time Testers –	impact strategies	Program
Goal:	39% Pass 2012-13		45% pass	that will be	
Implementation of high impact				employed by	Readiness to
strategies and interventions to	Dec. Re-Testers		D D. T	every teacher,	Teach:
support student with	42% Pass 2010-11	Dec. Re-Testers – 31% pass	Dec. Re-Testers – 40%	every day to	5. Effective
instructional gaps to improve	19% Pass 2011-12		pass	improve	Teaching &
	31% Pass 2012-13			comprehension	Instruction
reading comprehension in all	28% Pass 2013-14		Spring Bo Tostors	in all content	6. Data informed
content areas.		Spring Re-Testers – 21%	Spring Re-Testers –	areas – Reading	Instruction
		pass	28% pass	Apprenticeship	7. Data Driven
	Spring Re-Testers			strategies across	Decision Making
	7% Pass 2010-11			the curriculum	
	25% Pass 2011-12			are being	Readiness to Act
	21% Pass 2012-13			implemented	8. Strong
				•Literacy	Leadership
				Coaching	9. Time

George vva	simgeon commit	inity High School,	indianapons i a	
	ELA ISTEP+ Results: 2012 - 35% Pass 2013*-28.7% Pass 2013 - 30% Pass SRI Results , 2012- 13: 7 th Grade BOY - 32% Below Basic 46% Basic 20% Proficient 2% Advanced	2013 ISTEP+ ELA Preliminary Results: 28.7% pass 2013 30% Pass SRI BOY Results, Aug. 2013: 7th Grade: 33% Below Basic 41% Basic 22% Proficient 4% Advanced	2014 ISTEP+ ELA Target: 40% pass SRI BOY Results, Aug. 2014 Target: 7 th Grade: 20% Below Basic 38% Basic 30% Proficient 12% Advanced	•Robust intervention menu to support students with instructional gaps — Developed and being implemented •Professional Development that will insure that all teachers have the ability to implement the initiative — ongoing Teachers received Acuity, data disaggregation, and online resource PD 11/19/13.
	7 th Grade EOY – 32% Below Basic 35% Basic 28% Proficient 7% Advanced	8 th Grade: 31% Below Basic	8 th Grade:	Teachers received "Writing Strategies Across the Curriculum" training on
	8 th Grade BOY – 25% Below Basic 60% Basic 8% Proficient 8% Advanced	35% Basic 29% Proficient 5% Advanced	20% Below Basic 30% Basic 40% Proficient 10% Advanced	11/20/13 *Professional Development via Scholastic U: "Bridging ALL Students to College

300180 114	51111190011 001111111	 indianapons i a		
			and Career	
	8 th Grade EOY –		Readiness, 6-12"	
	24% Below Basic		Assigned 12/3/2013	
	56% Basic		Comprehensive	
	14% Proficient		monitoring plan	
	7% Advanced		to guarantee	
			that the	
			initiative is being	
			implemented	
			with fidelity	
			Quarterly	
			review of the	
			initiative and its	
			effectiveness,	
			based on student	
			achievement	
			data and	
			observational	
			data	
			•Curricular	
			resources that	
			meet the needs	
			of all learners,	
			including in the	
			intervention	
			programs	
			Now available	
			online under IPS	
			website	
			•A rigorous data	
			disaggregation	
			process (8 Step) that will inform	
			instruction and	
			the	
			differentiation of	
			instruction as	
			well as the	

g		•	intervention
			menu –
			developed with
			an
			implementation
			start date of
			10/28/13
			Program
			implemented
			and monitoring
			in place
			•Collaboration
			with all
			stakeholders,
			especially the
			successful
			Community
			Partner program
			at GWCHS – roll
			out 8 Step
			program at
			Community
			Advisory Council
			on 10/30/13
			Completed
			•Instructional
			support for all
			GWCHS
			students,
			regardless of
			exceptionality or
			English language
			acquisition
			-
			SUCCESS groups
			have been
			restructured,
			additional
	<u> </u>		additional

George Washington Community High School, Indianapolis Public Schools sections have been added to reduce the class sizes in the remediation groups and new classes start 10/28 New classes in progress and PLC discussion about student needs **ECA Boot Camp** began 11/18 for **ECA retesters ECA Boot Camp** completed on 12/5/13 **Development of** new English 12 class with two teachers to infuse ECA deficiencies with English 12 curriculum, thematic unit for engagement, individual instructional plan for each student to include activities/lessons for SUCCESS and

000180 11	distilling to it committee		zirararapons z a		
				after school	
				tutoring. Begins	
				1/21/14.	
				Regrouping HS	
				SUCCESS periods	
				based on ECA	
				passing results.	
				passing results.	
				Decreasing MC	
				Regrouping MS	
				SUCCESS periods	
				based on Acuity	
				results.	
				Created a new	
				English 12 class with	
				ECA ELA re-testers,	
				extending the	
				period by 30	
				minutes. Assigned	
				2 master teachers	
				to the class of 15 to	
				deliver English 12	
				curriculum,	
				-	
				spiraling ECA areas	
				of deficit.	
				Middle School and	
				High School	
				SUCCESS	
				interventions have	
				been regrouped	
				based on acuity	
				data.	
Goal 2	ELA ECA Results:	2013 ELA ECA Results:	Using a Growth	•Leadership	Readiness to
Instructional Leadership	<u> </u>		Model:	Coaching	Learn:
	1 st TimeTesters 2010-13	-st		•Instructional	1. Strong
Development:	1 Time resters 2010-13	1 st Time Testers – 39%	2014 ELA ECA Target:	Leadership Team	Instructional
			ZOIT LLA LCA Taiget.	readership redili	moti actional

George Was		diffy High School,			T
	48% Pass 2010-11	pass	1 st Time Testers –	support and	Program
Goal:	48% Pass 2011-12		45% pass	professional	
Strengthen the Administrative	39% Pass 2012-13			development	Readiness to
and Leadership Teams				Design and	Teach:
through intentional	Dec. Re-Testers		Dec. Re-Testers – 40%	implement a	5. Effective
S	42% Pass 2010-11	Dec. Re-Testers – 31% pass	pass	data-driven,	Teaching &
professional development and	19% Pass 2011-12			differentiated	Instruction
coaching to improve classroom	31% Pass 2012-13			blended	7. Data Driven
instruction and monitoring.		6 . 5	Spring Re-Testers –	professional	Decision Making
	Spring Re-Testers	Spring Re-Testers – 21%	28% pass	development	
	7% Pass 2010-11	pass		plan	Readiness to Act:
	25% Pass 2011-12			Teachers	8. Strong
	21% Pass 2012-13			received Acuity,	Leadership
				data	
				disaggregation,	
	ELA ISTEP+ Results:	2042 ICTED . FLA	2014 ISTEP+ ELA	and online	
	2012 - 35% Pass	2013 ISTEP+ ELA	Target:	resource PD	
	2013*-28.7% Pass	Preliminary Results:	40% pass	11/19/13.	
	2013—30% Pass	28.7% pass		Teachers	
	2013 30/01 033	201330% Pass		received	
				"Writing	
				Strategies Across	
				the Curriculum"	
			SRI BOY Results,	training on	
		SRI BOY Results, Aug.		11/20/13	
	SRI Results , 2012-		Aug. 2014 Target:		
		<u>2013:</u>	_th _	*Professional	
	<u>13:</u>		7 th Grade:	Development via	
	ath constancy	7 th Grade:	20% Below Basic	Scholastic U:	
	7 th Grade BOY -	33% Below Basic	38% Basic	"Bridging ALL	
	32% Below Basic	41% Basic	30% Proficient	Students to College	
	46% Basic	22% Proficient	12% Advanced	and Career	
	20% Proficient	4% Advanced		Readiness, 6-12"	
	2% Advanced			Assigned 12/3/2013	
	7 th Crede FOV			Comprehensive	
	7 th Grade EOY –			-	
	220/ Dala Da-:-				
	32% Below Basic 35% Basic			monitoring plan that includes:	

7% Advanced 3th Grade: 31% Below Basic 60% Basic 35% Basic 37% Proficient 38% Advanced 3th Grade: 37% Grade: 37% Proficient 38% Advanced 3th Grade: 37% Basic 37% Advanced 3th Grade: 37% Advanced 3th Grade: 37% Advanced 3th Grade: 37% Basic 3		8	, v o	<u> </u>		1
Simplementation Simplement		28% Proficient			_	
8		7% Advanced		8 th Grade:	student work,	
25% Below Basic 60% Basic 8% Proficient 8% Advanced 8			8 th Grade:	20% Below Basic	implementation	
66% Basic 8% Proficient 8% Advanced 8		8 th Grade BOY –	31% Below Basic	30% Basic	of the literacy	
8% Proficient 8% Advanced 8% Proficient 8% Advanced 8		25% Below Basic	35% Basic	40% Proficient	initiative, bell-to-	
8% Advanced 8 Grade EOY — 24% Below Basic 56% Basic 14% Proficient 7% Advanced 7%		60% Basic	29% Proficient	10% Advanced	bell instruction,	
Standard EOY - 24% Below Basic 56% Basic 14% Proficient 7% Advanced Standard Eadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers participated in DOE Acuity Training. Teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in in "Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Standard Eaders 2010-13 Time Testers - 39% Standard Eadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers continue to participate in in "Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Standard Eaders 2010-13 Time Testers - 39% Standard Eadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers continue to participate in the new teacher mentoring program. Standard Eadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers continue to participate in the new teacher mentoring program. Standard Eadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers continue to participate in the new teacher mentoring program. Standard Eadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers continue to participate in the new teacher mentoring program. Standard Eadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers continue to participate in the new teacher mentoring program. Standard Eadership development for faculty training on 1/31/14 by district facilitator Teachers continue to participate in the new teacher mentoring program. Standard Eadership development for faculty training on 1/31/14 by district facilitator Teachers continue to participate in the new teacher mentoring program		8% Proficient	5% Advanced		student data (8	
Sith Grade EOY — 24% Below Basic 56% Basic 14% Proficient 7% Advanced Ongoing PD for Acuity training on 1/31/14 by district facilitator		8% Advanced			Step)	
Goal 3 Intentional Data Disaggregation Process that Interpretation and State Interpretation and Interpretation and State Interpretation and Interpretati						
Goal 3 Intentional Data Disaggregation Process that Interpretation and State Interpretation and Interpretation and State Interpretation and Interpretati		8 th Grade EOY –			leadership	
Solution					-	
Goal 3 Intentional Data Intentional Data Disaggregation Process that Integration — 8 Ston Disaggregation Process that Disaggregation Process t					•	
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Goal 3 Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step. Intentional Data Disaggregation Process that Disaggregation Proce						
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Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step					Teachers	
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step					participated in	
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Training. Teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Using a Growth Model: **An on-going assessment by An on-going assessmen						
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program. Solution Teach Like a Champion" Possible to the new teacher mentoring program. Solution Teach Like a Champion Teach Like					•	
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Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Model: Continue to participate in the new teacher mentoring program.						
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Goal 3 Intentional Data Disaggregation Process that Intentional Data Disaggregation Process that Informs Instruction = 8 Step Goal 3 Intentional Data Disaggregation Process that Disaggregation Process that Informs Instruction = 8 Step Goal 3 Intentional Data Disaggregation Process that D						
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Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Continue to participate in the new teacher mentoring program. Strime Testers 2010-13 1st Time Testers - 39% 2014 ELA ECA Target: 2014 ELA ECA ECA Target: 2014 ELA ECA Target: 2014 ELA ECA ECA ECA ECA EC					•	
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Disaggregation Process that 1st TimeTesters 2010-13 48% Pass 2010-11 1925						
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step New teacher mentoring program.						
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Mentoring program. Step St						
Goal 3 Intentional Data Disaggregation Process that Informs Instruction = 8 Step Step Program.						
Second 3 ELA ECA Results: 2013 ELA ECA Results: Using a Growth Model: assessment Learn:					-	
Intentional Data Disaggregation Process that Informs Instruction = 8 Step Intentional Data Disaggregation Process that Informs Instruction = 8 Step Model: assessment program that informs Instruction = 8 Step 2014 ELA ECA Target: informs Instructional	Goal 3	ELA ECA Results:	2013 ELA ECA Results:	Using a Growth		Readiness to
Disaggregation Process that Informs Instruction — 8 Step 48% Pass 2010-11 1st Time Testers – 39% 1st Time Testers – 39% 2014 ELA ECA Target: informs Instructional	Intentional Data					
Informs Instruction — 8 Step 48% Pass 2010-11 Pass 2014 ELA ECA Target: informs Instructional		1 st TimeTesters 2010-13	1 st Time Testers 200/		program that	1. Strong
		_ ·		2014 ELA ECA Target:		_
	intornis fiisti uction – o step	10/31 433 2020 22	hass	1 st Time Testers –	instructional	Program

George ***		unity High School,		JHC SCHOOLS	
	48% Pass 2011-12		45% pass	interventions as	
Goal:	39% Pass 2012-13			well as	Readiness to
To develop, implement and				enrichment	<u>Teach:</u>
monitor an ongoing	Dec. Re-Testers		Dec. Re-Testers – 40%	opportunities for	5. Effective
assessment program to	42% Pass 2010-11	Dec. Re-Testers – 31% pass	pass	all students – 8	Teaching &
2 0	19% Pass 2011-12			Step Plan	Instruction
intentionally group and	31% Pass 2012-13			developed with	6. Data Informed
instruct students for	28% Pass 2013-14	Suring Do Tookens 240/	Spring Re-Testers –	an	Instruction
improvement in the areas of		Spring Re-Testers – 21%	28% pass	implementation	7. Data Driven
English/Language Arts and	Spring Re-Testers	pass		date of 10/28/13	Decision Making
Math.	7% Pass 2010-11			Facilitate	
	25% Pass 2011-12			relevant	Readiness to Act:
	21% Pass 2012-13			instructional	8. Strong
				data sharing	Leadership
		2012 ICTED - ELA	2014 ISTEP+ ELA	between the	9.Time
	ELA ISTEP+ Results:	2013 ISTEP+ ELA	Target:	faculty & staff –	
	2012 - 35% Pass	Preliminary Results:	40% pass	next Learning	
	2013*-28.7% Pass	28.7% pass		Log meeting on	
	2013- 30% Pass	2013-30% Pass		11/4/13 at staff	
	2013 30/01 033			meeting	
				Learning Log mtg	
				during PLCs on	
			SRI BOY Results,	Tuesdays	
		SRI BOY Results, Aug.		Learning log	
	SRI Results , 2012-	·	Aug. 2014 Target:	meeting	
	13:	<u>2013:</u>	_th _	schedule for	
	<u>13.</u>		7 th Grade:	12/17/2013	
	7 th Curr dr BOV	7 th Grade:	20% Below Basic		
	7 th Grade BOY -	33% Below Basic	38% Basic	Intentionally	
	32% Below Basic	41% Basic	30% Proficient	design and	
	46% Basic	22% Proficient	12% Advanced	provide	
	20% Proficient	4% Advanced		enrichment,	
	2% Advanced			maintenance	
	Tth C I SOV			and tutorials for	
	7 th Grade EOY –			students who	
	32% Below Basic			have specific	
	35% Basic			skills deficits	
	28% Proficient			and/or	

	vanced		8 th Grade:	achievements of
	8 th		20% Below Basic	mastery –
8 th Gra			30% Basic	ongoing as a part
		% Basic	40% Proficient	of the 8 Step
60% B	asic 299	% Proficient	10% Advanced	Program,
8% Pro	oficient	5% Advanced		materials
8% Ad	vanced			available online
				*Language Lab
8 th Gra	ade EOY –			students are
	elow Basic			currently
56% B	asic			receiving special
14% P	roficient			interventions
	7% Advanced			based on their
				reading level.
				Students are
				given
				FastForward,
				Achieve 3000,
				and teacher led
				interventions
				based on their
				Lexile on SRI
				Principal led
				data discussions
				with faculty –
				met with staff on
				10/23/13 to
				discuss 8 Step
				and priorities for
				student
				achievement
				•All students are
				provided with
				their own data
				and data talks
				occur –with
				teachers on
				10/28/13 in

George Washington Community High School, Indianapolis Public Schools

SUCCESS
pariods 11th an

	SUCCESS
	periods, 11 th and
	12 th ECA re-
	testers have met
	individually with
	guidance
	counselors and
	in groups with
	principal, district
	level content
	directors
	Teachers holding
	data talks with
	students during
	SUCCESS
	Boot Camp data
	talks with
	teachers
	Language Lab
	teachers holding
	data talk with
	students.
	•Professional
	development for
	the GWCHS staff
	and on-going
	progress
	monitoring Teachers
	received Acuity,
	data
	disaggregation,
	and online
	resource PD
	11/19/13.
	Teachers
	received
	"Writing

George Washington Community High School, Indianapolis Public Schools **Strategies Across** the Curriculum" training on 11/20/13 *Professional Development via Scholastic U: "Bridging ALL Students to College and Career Readiness, 6-12" Assigned 12/3/2013 Data provided to GWCHS in a timely fashion -**Monster rosters** with all student data sent out after each assessment cycle with most current results. Last roster sent out 10/22/13 **GWCHS** data room updated December 2013 Instructional resources provided Coaching for the administrative team in creating

the conditions to insure effectiveness 8 Step training/meeting on	
effectiveness 8 Step	
8 Step	
8 Step	
training/meeting on 1	
2/11 and 2/12 with	
consultant.	
Monthly grade level	
meetings with	
students to	
promote Acuity,	
ECA and ISTEP+	
success. Data talks	
with students	
during these	
meetings and in	
SUCCESS classes.	
SOCCESS classes.	
8 Step training	
completed on 2/12	
and 2/13 with	
consultant. Met	
with all staff	
regarding	
implementation of	
SUCCESS periods.	
Met with 8 Step	
team to review and	
regroup SUCCESS	
classes based on	
Acuity B for High	
School and Acuity C	
for MS. Consultant	
also met	
individually with	
math and ELA	

George Washington Community High School, Indianapolis Public Schools				
			teachers to identify progress and needed supports.	
			SUCCESS Teacher Leaders continue to meet and support non-ELA/Math teachers.	

	Date		Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Enrollment* 7th 8th 9th 10th 11th 12th Total American Indian Black Asian Hispanic White Multiracia	2 264 0 140 107	2014 March Enroll % by Grade 26% 24% 19% 13% 9% 9% 2012-13 HS Enroll By Ethnicity 2 210 0 181 155 25 2012- 2013 Enroll % by Ethnicity		School take over has increased our number of special education, free/reduced lunch and ESL students School take over has increased our population by about 200 students or 18% for the past two years	Increase in Administrative Transfers due to parents wanting their students to attend GWCHS Increase in numbers of students who choose to attend GWCHS instead of their assigned take over school	Increase after school opportunities working with community partners Increase community supports and activities to promote academic achievement and post-secondary experiences and opportunities Increase AP and Dual Credit Opportunities New Teach Magnet — currently recruiting for 2014-2015 school year at district magnet fairs on 10/23/13 and 10/26/13 Open House at the school on 11/7/13 Ongoing	Readiness to Learn: 2. School environment 3. Supportive school culture 4. Family and Community involvement

Core Question 2: Is your school providing appropriate conditions for success? *Common School Indicators

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American							recruitment for
Indian	4	.05%					2014-2015
Black	474	43%					school year.
Asian	0	0%					
Hispanic	321	28%	1				
White	263	24%					
Multiracial	52	5%					
	2012-13 MS Enroll By SES	2012-13 HS Enroll By SES					
Free]				
Meals	409	395					
Reduced Price							
Meals	11	16					
Paid Meals	79	127					
	2012- 2013 Enroll by SES	2012- 2013 Enroll % by SES					
Free							
Meals	804	78%					
Reduced Price							
Meals	27	3%					
Paid Meals	206	20%					

	002 g 0		Ingii School, India			
Student Attendance*	Student Attendance as of 3/26/14 Grade Percent 7 th 93.41 8 th 93.71 9 th 92.12 10 th 93.05 11 th 92.54 12th 96.14 Student attendance as of 3/26/2014 Grades 9-12: 93.76% Grades 7-8: 93.58%	 Withdrawals: Dropouts: Other (explain): 	Elimination of SIG funding means a loss of funding for student attendance incentives Take over and Charter schools have impacted the stability of our student population with an increase of students transferring in and out of the school	Over 200 students attended each building Intercession and Summer School with 95% or better attendance	Celebrate perfect attendance at grade level meetings Development of Attendance Committee with focus on close monitoring of student absences Attendance committee meetings on Thursdays 12/5/2013 attendance committee meeting found "at- risk" students based on attendance. Social workers will	Readiness to Learn: 2. School environment 3. Supportive school culture 4. Family and Community involvement

	3 6 6 7 7	1	8	3 3 11111 3 111 3 1	ingli beliooi, ilian			1
							follow-up with home visits. Identified students below 90% attendance and sent letter home to notify parents of consequences for poor attendance.	
Student Suspensions	Discipline Incidents		• D	ehavior: rugs:	Increase in student population from outside	In-House Off Campus	Work with community	Readiness to Learn: 2. School
*	Suspension days			ttendance:	of the GWCHS community	Instruction program	partners to develop	environment
	7 th grade	131	\dashv • \circ	ther (explain):	Community	program	alternative to	3. Supportive
	8 th grade	99			Turnover of	Community	suspension	school culture
	9 th grade	50			Administrative Team	service opportunities through community	strategies and character education interventions	4. Family and Community involvement
	10 th grade	36				partners	Implement an	
	11 th grade	11					Implement an in-school	
	12 th grade	30					suspension placement for Spec. Ed.	
							Better utilize the Compliance Monitor to	

	George Washin	ington Community I	Tigh School, man	mapons i abite		
	George Wusin				promote successful interventions and strategies for sped.ed. students Increase involvement of guidance counselors and social workers in providing strategies and interventions	
Student Expulsions*		Behavior: Drugs: Attendance: Other (explain):	Increase in student population from outside of the GWCHS community Turnover of Administrative Team	In-House Off Campus Instruction program Community service opportunities through community partners	Work with community partners to develop alternative to suspension strategies and character education interventions Implement an in-school suspension placement for Spec. Ed. Better utilize the Compliance	Readiness to Learn: 2. School environment 3. Supportive school culture 4. Family and Community involvement

		Monitor to	
		promote	
		successful	
		interventions	
		and strategies	
		for sped.ed.	
		students	
		Increase	
		involvement	
		of guidance	
		counselors	
		and social	
		workers in	
		providing	
		strategies and	
	 	interventions	

^{*}Please attach data reports for each of the categories listed above, include disaggregated data when possible.

	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
	2012-2013 School year	At the end of the year 9 teachers had perfect attendance	Loss of SIG dollars for attendance incentives	At the end of the year 9 teachers had perfect attendance	Continue to recognize and celebrate staff attendance,	Readiness to Learn 1. Strong instructional
			FMLA – several teachers	Development of a building Leadership Team	securing outside resources to support this	program 2. School environment
			Teachers changing teaching assignments multiple times	Staff retention rate of 83%	Continue to monitor staff	Teach 5. Effective teaching and
	As of 10/28/13	Staff attendance is currently at 99%		Staff attendance is currently at 99%	attendance Social	instruction 6. Data informed
	As of 11/20/13	Certified staff is 99% Classified staff is 97%			Committee activities to	instruction Readiness to
	As of 12/10/13	Certified staff is: 98% Classified staff is: 97%		Staff attendance is currently 98%	unify staff	Act 8.Strong leadership
	As of	Certified staff is : 98%		Staff attendance is currently 98%		9.Time
	1/21/14	Classified staff is: 97%				
		Certified staff is: 98% Classified staff is: 97%		Staff attendance is currently 98%		
	As of 3/26/2014	Certified staff is: 98% Classified staff is: 98%		Staff attendance is		
	3, 23, 2024			currently 98%		

Staff Retention	2012-2013	New Hires: 13	No SIG funding for	83 % retention rate.	Social	Readiness to
	School	Terminations: 3	incentives, tutoring,		Committee	Learn
	year	Retirees: 2	Intercession,	Able to leverage out	activities to	1. Strong
		Charter: 3	Professional	ineffective teachers	unify staff	instructional
		 Grad School: 1 	Development			program
		Transfer w/in IPS: 4			Increase	2. School
		 Position eliminated: 3 	Elimination of Block		leadership	environment
		 Transfer out of IPS: 4 	Scheduling		opportunities	Readiness to
						Teach
			New building		Increase	5. Effective
			Administrative Team		professional	teaching and
					development	instruction
					opportunities	6. Data
					utilizing district	informed
					resources	instruction
					Staff survey	Readiness to
					given on	Act
					11/20/13 to	8.Strong
					identify	leadership
					needs/solutions	9.Time
					/celebrations	
					12/09/2013-	
					TNTP sent a	
					culture audit	
					for staff	
					members to	
					provide	
					feedback	
					ICCUDACK	
					12/11/2013-	
					Dr. Monica	
					Medina will	
					facilitate	
					"Leadership	
					Team"	
					feedback forum	
					to identify	

George Washington Community High School, Indianapolis Public Schools needs/solutions /celebrations Currently working with **IUPUI** to implement a **Climate Audit** including a survey and focus groups to develop an **Action Plan** Implementatio n of Climate Audit – survey from community partners, staff complete. **Student focus** groups conducted. **Results of Climate Audit** have been shared with teachers and community members. **Actions steps to** be presented next month. **New Teacher**

	George	washington Commun	ity iligii beliool	, maiamapons i a	one benoon	
					Mentoring	
					program	
					continues to	
					meet and	
					support	
					teachers who	
					are in year 1 or	
					2 of teaching.	
Professional	2012-2013	Target Audience: Certified	Elimination of SIG	Summer staff	Development of	Readiness to
Development	School	Staff	funding to support	development (5 days	PLC Calendar	Learn
Opportunities	year	• Staff Participation 99%:	building PD	with 99% attendance)	activities	1. Strong
	,	Stan Farticipation 3370.				instructional
				Leadership Retreat with	Utilize building	program
				18 Leadership Team	Literacy and	2. School
				members	Special	environment
					Education	Readiness to
				Job embedded coaching	Coaches	Teach
				for teachers	Coucines	5. Effective
				Tor teachers	November	teaching and
				Daily PLC's for all	training by	instruction
				certified staff	district on	6. Data
				throughout school year	implementing a	informed
				tinoughout school year	writing process	instruction
				Staff supports and	across the	Readiness to
				attends PD – eager to	curriculum.	Act
				_		
				learn and implement	Completed on	8.Strong
				strategies and	11/20/13	leadership
				interventions	Consider Fig.	9.Time
				51.61	Special Ed.	
				PLC to involve all staff in	survey of PD	
				discussing and revising	needs to	
				SIP plan completed	identify needs	
					given on	
				Team of 25 certified	11/19/13	
				staff members		
				participated in 8 Step	*Professional	
				Training Oct. 7-9 with	Development via	
				Consultant Pat	Scholastic U:	

George (, usualingeon co.		1
	Davenport and "Bridging ALL	
	developed 8 Step plans Students to	
	for each grade level for College and Career	
	math/language arts Readiness, 6-12"	
	Assigned	
	*Professional 12/3/2013	
	Development via	
	Scholastic U: "Bridging Beginning Teach	
	ALL Students to College <u>Like a Champion</u>	
	and Career Readiness, 6- book talks and	
	12" Assigned 12/3/2013 strategy sharing	
	during weekly PLC.	
	Starts 1/21/14	
	PLC time spent	
	with TLC book	
	talks and sharing	
	of strategies –	
	currently on	
	Chapter 3	
	- Chapter 5	
	Two Acuity	
	sessions facilitated	
	by central office	
	data expert on	
	how to use and	
	manipulate Acuity	
	results, as well as	
	how to align those	
	results with	
	instructional focus	
	and Acuity	
	resources.	
	Teachers	
	participated in	
	IDOE Acuity	
	Training.	

	<u> </u>	Washington Commun.		illulullupons I u	one benoon	
Administrative Support of Instruction Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation	2012-2013 School year	Administrative Coaching throughout the year during the student day for 9 hours per week or 22% of the week. Administrators completed Evaluations/Observations /Conferencing/Lesson Plan feedback with staff – Formal: at an average of 10 hours a semester per teacher, with each administrator supervising an average of 15 licensed staff members for an average total of 150	Time management to complete RISE evaluation requirements New Administrative team Elimination of SIG funding will result in loss of administrative coaching Fewer administrators equals more staff to monitor and evaluate for remaining	Assistant Principals were selected, not assigned All administrators are trained and well-versed on the RISE process and the administrative team calibrates scores and expectations	Teachers continue to read TLC chapter 4. Teachers have Jigsawed the strategies and then share with their PLC group Continue with district PD for administrators Participate in Scholastic U online PD Assigning unit on raising the level of instruction at staff mtg 11/20/13 *Professional Development via Scholastic U:	Readiness to Learn 1. Strong instructional program 2. School environment Readiness to Teach 5. Effective teaching and instruction 6. Data informed instruction Readiness to Act
of Instruction through Professional Development/ Observation/		Administrators completed Evaluations/Observations /Conferencing/Lesson Plan feedback with staff – Formal: at an average of 10 hours a semester per teacher, with each administrator supervising an average of 15 licensed staff members	team Elimination of SIG funding will result in loss of administrative coaching Fewer administrators equals more staff to monitor and evaluate	on the RISE process and the administrative team calibrates scores and	Scholastic U online PD Assigning unit on raising the level of instruction at staff mtg 11/20/13 *Professional Development via	2. School environment Readiness to Teach 5. Effective teaching and instruction 6. Data informed instruction Readiness to

			district PD	
			uistrict PD	
			Building	
			Leadership	
			Team continue	
			to direct	
			building PD	
			based on needs	
			High school AP	
			participated in	
			IDOE EL/WIDA	
			training.	
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