2015-2016
Charter School On-Site Monitoring
Title I, A; Title II, A
No Child Left Behind (NCLB)

March 11, 2016

Statement of Assurance

Thea Bowman Leadership Academy   9460
**Name of Local Educational Agency (LEA)**   **LEA Number**

An LEA participating in the *No Child Left Behind Act of 2001* is required to participate in monitoring to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

By signing below, I am confirming the following:

1. Thea Bowman Leadership Academy will submit an accurate Federal Equipment and Inventory List with all items from 2009 through present.
2. TBLA will ensure that a physical inventory will be taken every two years and that the Federal Equipment and Inventory List will be maintained and updated. All equipment will be properly labeled.
3. The signature of the person conducting the physical inventory will be provided on all Federal Equipment and Inventory List.
4. TBLA will complete the Schoolwide Plan via ASSIST to be viewed by the IDOE.
5. TBLA will provide evidence that the Schoolwide Plan has been discussed and distributed to staff and parents.

_____   3/14/16
Superintendent   Date
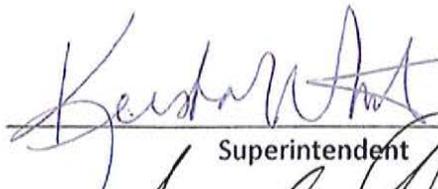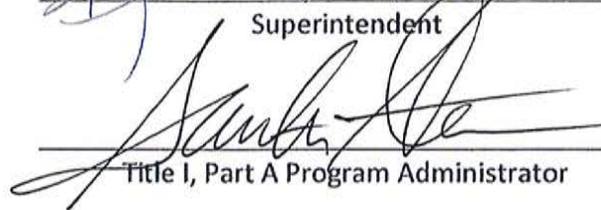
_____   3/14/2016
Title I, Part A Program Administrator   Date
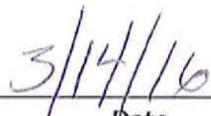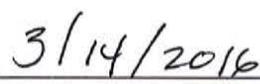
Student Achievement Plan
(2014-2015)

Clara Thigpen & Charles Williams, Principals

975 West 6th Ave
Gary, IN 46402

3401 West 5th Ave
Gary, IN 46406

School Name: Thea Bowman Leadership Academy

Approved By:_____
          (Principal Signature)

Approved By:_____
          (Superintendent Signature)

Corporation: Thea Bowman Leadership Academy

Date: 11/27/14
(M/D/YYYY)

Superintendent's Typed Name

Root Cause Analysis Priority Area for Improvement – PAI #_1___

Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I.	PAI Focus	*(Select One)* _X_Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate ___College and Career Readiness
II.	Subject	*(Select One)* _X_Math ___English/Language Arts ___English 10 ___Algebra I
III.	Grade(s)	Students in grades 3 through 8
IV.	Subgroup or Improvement Focus	*(Select One)* _X_Bottom 25% (Elementary and Middle School only) _X_Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
V.	Description of PAI – What Do We Notice as THE PROBLEM?	Data shows an inconsistent trend in Mathematics over the past five years with an overall negative trend from 72.8% passing to 61.8% passing. We need to increase the overall student achievement by 13.2% in order to receive at least a 'D'. This increase, with all other factors remaining consistent, would allow us to earn 2.5 points in performance. Increasing the overall performance of students in grades 3 through 8 will also increase the overall growth for students possibly resulting in additional points for both the top 75% and the bottom 25% as well as eliminating the penalty for low growth.
VI.	Root Cause of PAI – The Most Important WHY?	Over the past several years, our school has experienced a high turnover rate. For example, over the past three years, our 8th grade group alone has had six different mathematics teachers. In addition to the high turnover rate, the teachers are either inexperienced or lack sufficient professional development. As a result, the level of rigor and differentiation is lower than expected. We have implemented intervention programs, such as Sylvan tutoring during the day, in an effort to combat the low performance and growth. We have not, however, been successful in identifying specific student needs and providing the individualized instruction needed for the students to increase achievement and growth. Thus, we believe the root causes of PAI 1 is the high teacher turnover rate, lack of professional development, and inefficient intervention programs.

Root Cause Analysis Priority Area for Improvement – PAI #_2_

Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

VII.	PAI Focus	*(Select One)* ___Student Proficiency (Pass Rate) _X_Student Growth ___Graduation Rate ___College and Career Readiness
VIII.	Subject	*(Select One)* ___Math _X_English/Language Arts ___English 10 ___Algebra I
IX.	Grade(s)	Students in grades 3 through 8
X.	Subgroup or Improvement Focus	*(Select One)* _X_Bottom 25% (Elementary and Middle School only) _X_Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
XI.	Description of PAI – What Do We Notice as THE PROBLEM?	Data shows an overall negative trend in English/Language Arts over the past five years from 74.9% passing to 66.2% passing. In order to increase our overall grade, we would need to decrease the percentage of students with low growth by .4%. This decrease would eliminate the 1.0 point deduction and result in a total score of 2.5 for ELA. With all other factors remaining consistent, this change would result in a 'D' for the elementary/middle school and a 'C' for the entire school. Decreasing the percentage of students with low growth will also result in an increase of students with high growth possibly resulting in bonus points for those two areas.
XII.	Root Cause of PAI – The Most Important WHY?	Over the past several years, our school has experienced a high turnover rate. For example, over the past three years, our 8th grade group alone has had four different ELA teachers while the 7th grade has had two. In addition to the high turnover rate, the teachers are either inexperienced or lack sufficient professional development. As a result, the level of rigor and differentiation is lower than expected. We have implemented intervention programs, such as Sylvan tutoring during the day, in an effort to combat the low performance and growth. We have not, however, been successful in identifying specific student needs and providing the individualized instruction needed for the students to increase achievement and growth. Thus, we believe the root causes of PAI 1 is the high teacher turnover rate, lack of professional development, and inefficient intervention programs.

Root Cause Analysis Priority Area for Improvement – PAI #_____

Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

XIII.	PAI Focus	*(Select One)* ___Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate ___College and Career Readiness
XIV.	Subject	*(Select One)* ___Math ___English/Language Arts ___English 10 ___Algebra I
XV.	Grade(s)	
XVI.	Subgroup or Improvement Focus	*(Select One)* ___Bottom 25% (Elementary and Middle School only) ___Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
XVII.	Description of PAI – What Do We Notice as THE PROBLEM? *(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")*	
XVIII.	Root Cause of PAI – The Most Important WHY? *(For example, "In 2012, our school discontinued an English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program."*	

Developing SMART Goals

<div align="center">

Creating S.M.A.R.T. Goals
</div>

Specific
Measurable
Attainable
Realistic (or **R**esults Oriented)
Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:
*Who: Who is involved?
*What: What do I want to accomplish?
*Where: Identify a location.
*When: Establish a time frame.
*Which: Identify requirements and constraints.
*Why: Specific reasons, purpose or benefits of accomplishing the goal.
EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable: Establish concrete criteria for measuring progress toward the attainment of each goal you set.
When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.
To determine if your goal is measurable, ask questions such as……
How much? How many? How will I know when it is accomplished?

Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.
You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic/Results Oriented: To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.
A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely: A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.
Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.
T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

DATA
(Insert Previous Year's Data)

Table: TBLA % of Students Achieving Proficiency on ISTEP+

Year	% Passing Math	% Passing ELA
Spring 2010	72.8	74.9
Spring 2011	59.3	70.9
Spring 2012	72.0	78.5
Spring 2013	66.0	70.1
Spring 2014	62.3	66.2

Table: TBLA Median Student Growth in ELA and Math on ISTEP+

Year	% ELA	% Math
Spring 2010	65.0	53.0
Spring 2011	39.5	21.0
Spring 2012	52.0	44.0
Spring 2013	35.0	19.0
Spring 2014	34.0	22.0

Table: TBLA Median Student Growth for Lowest Quartile on ISTEP+

Year	ELA %	Math %
Spring 2010	71.0	53.0
Spring 2011	53.5	43.0
Spring 2012	52.5	52.0
Spring 2013	37.0	25.0
Spring 2014	43.0	30.0

Table: 3rd Grade ISTEP Reading Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Vocabulary	89	74	-15
Non-fiction/Info Text	87	69	-18
Literary Text	93	69	-24
Writing Process	92	71	-21
Writing Applications	92	75	-17
Language Conventions	93	75	-18

Table: 3rd Grade ISTEP Math Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Number Sense	86	67	-19
Computation	87	68	-19
Algebra and Functions	80	64	-16
Geometry	81	62	-19
Measurement	83	68	-15
Problem Solving	91	68	-23

Table: 4th Grade ISTEP Reading Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Vocabulary	71	77	+6
Non-fiction/Info Text	64	82	+18
Literary Text	52	73	+21
Writing Process	64	81	+17
Writing Applications	75	86	+11
Language Conventions	75	89	+14

Table: 4th Grade ISTEP Math Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Number Sense	70	69	-1
Computation	74	70	-4
Algebra and Functions	73	60	-13
Geometry	62	68	+6
Measurement	79	76	-3
Data Analysis & Prob.	47	59	+12
Problem Solving	75	71	-4

Table: 5th Grade ISTEP Reading Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Vocabulary	74	68	-6
Non-fiction/Info Text	72	64	-8
Literary Text	71	61	-10
Writing Process	73	66	-7
Writing Applications	81	66	-15
Language Conventions	80	73	-7

Table: 5th Grade ISTEP Math Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Number Sense	64	69	+5
Computation	64	71	+7
Algebra and Functions	65	68	+3
Geometry	70	65	-5
Measurement	65	73	+8
Data Analysis & Prob	65	68	+3
Problem Solving	66	68	+2

Table: 6th Grade ISTEP Reading Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Vocabulary	56	71	+15
Non-fiction/Info Text	54	60	+6
Literary Text	43	61	+18
Writing Process	64	69	+5
Writing Applications	73	75	+2
Language Conventions	70	77	+7

Table: 6th Grade ISTEP Math Comparison

Standard	2013 % Mastery	2014 % Mastery	+/-
Number Sense	77	75	-2
Computation	77	80	+3
Algebra and Functions	79	78	-1
Geometry	74	75	+1
Measurement	79	85	+6
Data Analysis & Prob	74	73	-1
Problem Solving	80	82	+2

According to ISTEP+ data during the past 5 years, TBLA had more students passing both parts of the ISTEP+ than Gary Community Schools. Currently, only 4.2% more of TBLA students passed ISTEP+ ELA and math than students in Gary Schools.

Figure: ISTEP Comparison: TBLA to Gary Community Schools

	2010	2011	2012	2013	2014
TBLA	65.0%	50.0%	64.0%	54.3%	51.9%
Gary School Corp.	45.0%	45.0%	45.5%	46.1%	47.7%
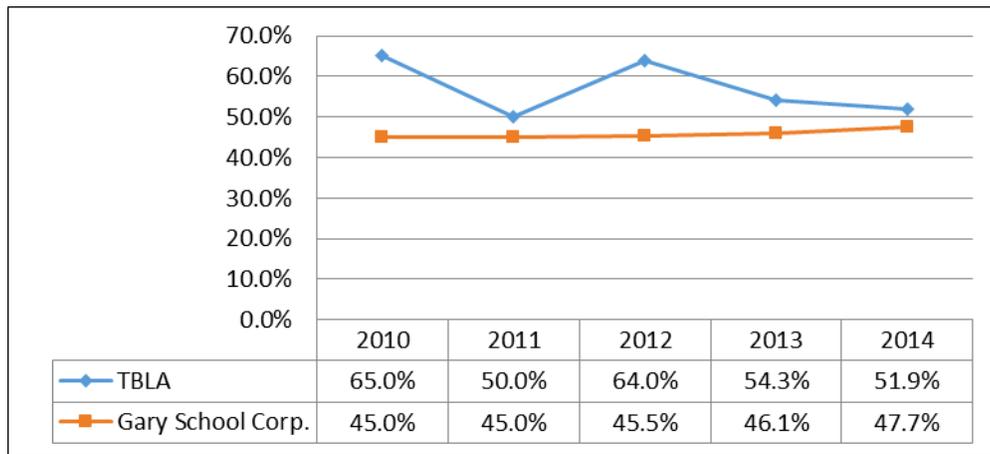
TBLA students in demographic sub-groups are 8.8% below the statewide average.

Table: Comparison to Sub-groups Averages Achieving Proficiency on ISTEP+

	Special Education % Passing	Free/Reduced % Passing	Black % Passing	Hispanic % Passing	Average % Passing
TBLA subgroup average	28.6	51.3	51.6	54.5	46.5
IN subgroup average	41.8	63.1	52	64.3	55.3

While the school in an entirety received a 'D' for the past two school years, the high school, when the data is separated, received a 'B' for both school years.

Table: Accountability Grade 2010-2014

School Year	Final Grade
2010	A
2011	C
2012	C
2013	D
2014	D

Identified Strengths and Weaknesses from Data Analysis

Academic Strengths
- TBLA's high school students have made progress over the past five years on both the Algebra I and English 10 ECAs. The students have increased 44% for Algebra I and have increased 36% for English 10. Not only have students increased their overall test scores, but the increases have resulted in a smaller gap between the school's and the state's performance.
- TBLA's ECA scores closely resembled those of the Gary School Corporation in 2010. Since that time, however, TBLA has far surpassed the corporation.
- The percent of 3rd through 8th grade students passing ELA ISTEP+ from the 2010 school year through the 2013 school year was above 70%.
- TBLA's percent of students passing ISTEP has surpassed Gary Community School's performance since 2010.
- Nearly 86% of TBLA's students passed the I-READ3 in 2013.

Academic Weaknesses
- Despite recent increases in ECA test scores, TBLA students are still performing below the target percentage. While the gap has decreased significantly for ELA, the percentage of students passing Algebra I is still considerably lower.
- TBLA's accountability grade has dropped, since the previous charter renewal, from an 'A' to a 'D'. It appears, after careful analysis of the data, that the biggest contributors to this low grade were the middle school students (grades 7-8). In an attempt to identify the key factors to this group's low performance, we have stumbled upon a few possibilities. One factor is the students' seemingly apathetic attitude towards the test. At this time, there is nothing that holds students accountable for their performance on the test. This is apparent in high school when the same students pass the ECAs. Another factor is the students' low attendance. This is due, in part, to the high number of suspensions incurred by the students. It is not secret that an increase in absences will result in low academic performance. (2.3.a)
- The percentage of students in the lowest quartile in grades 3-8 fell below 70%.
- The percentage of students passing both math and ELA on the ISTEP+ is below the state average.
- The percent of students passing math on the ISTEP+ has been lower than the percentage of students passing ELA on the ISTEP+ since 2010.

- The percentage of 7th and 8th grade students passing both ELA and math on the ISTEP+ is significantly lower than similar schools and the state's average performance.

SMART GOALS

Academic Achievement Goals:

> 1. **Example**: By May 2015, ___School will raise 3rd grade reading proficiency by 5% (75% Prof./Advanced to 80% Prof./Advanced) as measured by _____.
> 2. **Example**: By May 2015, ___School will raise 5th grade math proficiency by 4% (79% Prof./Advanced to 83% Prof./Advanced) as measured by_____.

Goal 1	By May 2015, Thea Bowman Leadership Academy will increase math proficiency by 3.2% as measured by the ISTEP+. This percent would result in approximately 430 students passing which is a difference of approximately 58 students from last year.
Goal 2	By May 2015, Thea Bowman Leadership Academy will decrease the overall low growth for English/Language Arts by 9.76% as measured by the ISTEP+. This percent is equivalent to 49 students showing high growth.
Goal 3	Type Goal 3 here (if needed)

Instructions for completing Interventions aligned to Turnaround Principles

- Priority Schools – ALL 8 principles should have interventions that align to the bullet points
- Focus Schools – Following an analysis of data and identification of specific populations performing below expected growth or achievement levels, interventions should align with those specific Turnaround Principles that address the disaggregated data needs identified.

On each page, there are multiple tables as shown below. You are free to copy/paste extra tables for more interventions. As you select your interventions, please include those that are pertinent to the goals and PAIs. The intent of this is for schools to be focused and intentional about what they are doing to drive the school improvement work. It is also important to note that the Outreach Coordinators will monitor progress based upon the interventions that are listed. ***Below is an EXAMPLE only***

	PAI Addressed	**1** **2** 3	**Driver** *Data Coach*	*Name/Title* *Darlene Stats*
Intervention *Use of Data Coach*	Provide a brief description of your intervention *The use of a data coach will assist in developing and implementing a data protocol across all grade levels as well as school wide.*			
	Evidence – What evidence will you utilize to show success for the intervention? *Data protocol meeting agendas, minutes, and outcomes*			
	Indicator(s) – To which indicators above does this intervention align? **From TP6** *a. Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.* *b. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.* *c. A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.*			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
1. *Hire a data coach*	*Aug. 2014*	*complete*
2. *Data coach schedules data meetings for the entire year with all grade levels, administration, and school-wide*	*Aug. 2014*	*in process*
3. *Data coach develops a cohesive data analysis protocol for each data meeting*	*Sept. 2014*	*in process*
4. *Monthly & quarterly data meetings occur for academics, climate, culture, and teacher evaluation*	*Sept.-May*	*ongoing*

PAI Addressed – please mark which PAI this particular intervention addresses.
Driver – who is the person responsible for leading this intervention and checking the progress?
Intervention Description – a brief description of the research-based intervention should be provided.
Evidence – The evidence that is chosen for this intervention should be shown to the Outreach Coordinator during the monitoring visits.
Action Steps – These should be benchmark steps to implement the intervention with fidelity. Implementing with fidelity means the intervention is applied consistently and intentionally while following the best-practice protocols for the selected intervention.
Target Date – provide a benchmark date for each of the action steps. Doing this will help the school focus on being intentional with the implementation.
Status – Please share your current status of the action step (ongoing, current, in progress, completed, etc.)

TURNAROUND PRINCIPLE #1: SCHOOL LEADERSHIP

Ensure that the principal has the ability to lead the turnaround effort. Under the definition of "turnaround principles" in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must "demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort" The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.

Strategies must be included for the following:
a. Principal must be provided with operational flexibility in the areas of scheduling, staff, curriculum, and budget
b. The principal uses data to establish a coherent vision that is understood and supported by the entire school community
c. The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
d. The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
e. The principal communicates high expectations to staff, students and families, and supports students to achieve them.
f. The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
g. The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
h. The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
i. The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
j. The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
k. The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	Name/Title
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	Name/Title
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

TURNAROUND PRINCIPLE #2: SCHOOL CLIMATE AND CULTURE

Establish a school environment that supports the social, emotional, and learning needs of all students. To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school.

Strategies must be included for the following:
a. The school community supports a safe, orderly and equitable learning environment.
b. The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
c. High expectations* are communicated to staff, students and families; students are supported to achieve them.

*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

Intervention	PAI Addressed	1 2 3	Driver	*Name/Title*
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

Intervention	PAI Addressed	1 2 3	Driver	*Name/Title*
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

TURNAROUND PRINCIPLE #3: EFFECTIVE INSTRUCTION

Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards. As part of meeting the turnaround principle regarding strengthening the school's instructional program based on student needs, and LEA may choose to improve the school's kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards.

Strategies must be included for the following:

a. Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
b. Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
c. Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
d. Teachers demonstrate necessary content knowledge.
e. Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
f. Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

PAI Addressed	1 2 3	Driver Administrators	*Name/Title*

Intervention	Provide a brief description of your intervention The school will use RISE not only as a teacher evaluation tool but also as a Teacher Intervention / Professional Development tool. This approach will be very similar to the standards-based grading approach discussed by individuals such as Robert Marzano and Rick Wormelli.
	Evidence – What evidence will you utilize to show success for the intervention? Data from informal observations (formative) and formal observations (summative) will be charted and used to provide feedback to teachers on how to best improve effective teaching practices.
	Indicator(s) – To which indicators above does this intervention align? • Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum. • Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. • Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction. • Teachers demonstrate necessary content knowledge. • Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement. • Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Evaluation staff will be trained on effective uses of RISE	Dec. 2014	In progress
Administrators will conduct ongoing formal and informal observations throughout the year	Ongoing	In progress
Administrators will analyze and chart data from observations	Ongoing	In progress
Administrators will provide feedback based on observations	Ongoing	In progress

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

TURNAROUND PRINCIPLE #4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.

Strategies must be included for the following:

a. The district or school curriculum is aligned with the Indiana Academic Standards (IAS).
b. Teachers and school leaders collect classroom level data to verify that the adopted and IAS aligned curriculum is the "taught" curriculum.
c. The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
d. Instructional materials and resources are aligned to the standards-based curriculum documents.
e. An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

	PAI Addressed	1 2 3	Driver Title I Director	Name/Title Golean Meadows
Intervention	**Provide a brief description of your intervention** Sylvan tutoring will take place to focus on students who did not pass the ISTEP+. These intervention classes will focus on the skills identified by NWEA as struggles. Sylvan will address these skills in small group settings for 50 minutes for four days per week.			
	Evidence – What evidence will you utilize to show success for the intervention? Unit assessments will be created for each of the skill areas addressed in the intervention program. The assessments will be scored and analyzed to determine if students have made growth or have reached mastery. Student performance in the general education classroom will also be monitored via longitudinal data to see if there is a correlation to the skills gained in the tutoring program and the students' performance in the classroom.			
	Indicator(s) – To which indicators above does this intervention align? • An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals. • Instructional materials and resources are aligned to the standards-based curriculum documents.			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Analyze NWEA Data	Nov. 2014	Complete
Share and explain data with Sylvan tutors	Nov. 2014	In Process
Create common assessments to be used in ELA and Math tutoring	Dec. 2014	In Process
Provide instruction based on NWEA data	Ongoing	In Process
Assess student progress	Ongoing	In Process

	PAI Addressed	1 2 3	Driver Assistant Principals	*Name/Title Tanesha Best & Marissa Simmons*
Intervention	**Provide a brief description of your intervention** Teachers will begin using frequent formative assessments based on a pre-and post-assessment to gauge student learning as they progress through the curriculum.			
	Evidence – What evidence will you utilize to show success for the intervention? Teachers will assess student progress on a regular basis (bi-weekly, tri-weekly). Data from these assessments will be used to determine students level of preparedness in regards to specific standards (surpasses expectations, meets expectations, does not meet expectations).			
	Indicator(s) – To which indicators above does this intervention align? • The district or school curriculum is aligned with the Indiana Academic Standards (IAS). • Teachers and school leaders collect classroom level data to verify that the adopted and IAS aligned curriculum is the "taught" curriculum. • The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels. • Instructional materials and resources are aligned to the standards-based curriculum documents.			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Design pre- and post-assessments for each content area.	Dec. 2014	In progress
Implement pre-assessments	Jan. 2014	In progress
Collect and analyze data from pre-assessments	Jan. 2014	In progress
Deliver instruction based on data.	Ongoing	In progress
Implement formative assessments	Ongoing	In progress
Collect and analyze data from formative assessments	Ongoing	In progress
Implement post-assessment	March/May 2014	In progress
Collect and analyze data from post-assessment	March/May 2014	In progress

TURNAROUND PRINCIPLE #5: EFFECTIVE STAFFING PRACTICES

Develop skills to better recruit, retain and develop effective teachers.

Strategies must be included for the following:

a. Hiring timelines and processes allow the school to competitively recruit effective teachers.
b. School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
c. Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
d. Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

TURNAROUND PRINCIPLE #6: ENABLING THE EFFECTIVE USE OF DATA

Ensure the school-wide use of data focused on improving teaching and learning. Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA's teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction.

Strategies must be included for the following:

d. Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
e. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
f. A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.

<table>
<tr><td rowspan="4" style="text-align:center">Intervention</td><td colspan="2" style="text-align:center">PAI Addressed</td><td style="text-align:center">1 2 3</td><td style="text-align:center">Driver
Data Coach & Admin</td><td style="text-align:center"><i>Name/Title</i>
<i>Skaggs, Williams, Thigpen</i></td></tr>
<tr><td colspan="5">Provide a brief description of your intervention
Data coach will facilitate monthly data meetings with grade levels to analyze data in order to plan instruction.</td></tr>
<tr><td colspan="5">Evidence – What evidence will you utilize to show success for the intervention?
NWEA data, classroom assessment data, pre and post test data, lesson plans, minutes from data meetings.</td></tr>
<tr><td colspan="5">Indicator(s) – To which indicators above does this intervention align?
• Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
• Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
• A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.</td></tr>
<tr><td colspan="4" style="text-align:center">Action Steps – Provide specific action steps to implement the intervention</td><td style="text-align:center">Target Date</td><td style="text-align:center">Status</td></tr>
<tr><td colspan="4">Create calendar for monthly data meetings</td><td>Dec. 2014</td><td></td></tr>
<tr><td colspan="4">Present findings from NWEA data and pre and post assessments</td><td>January 2015</td><td></td></tr>
<tr><td colspan="4">Teachers will be given individual planning time to plan lessons based on data findings</td><td>January 2015</td><td></td></tr>
<tr><td colspan="4">Monitor instruction in the classroom</td><td>Dec. 2014</td><td></td></tr>
</table>

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

TURNAROUND PRINCIPLE #7: EFFECTIVE USE OF TIME

Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching   and learning. An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular needs of the school. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time.

Strategies must be included for the following:
  a. The master schedule is clearly designed and structured to meet the needs of all students.
  b. The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
  c. The master schedule is clearly structured and designed to meet the professional development needs of staff, which includes ensuring collaboration time that is aligned to schools goals and targets the needs of teachers.

	PAI Addressed	1 2 3	Driver	Name/Title
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

Intervention	**PAI Addressed**	**1 2 3**	**Driver**	*Name/Title*
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	**Target Date**	**Status**

Intervention	**PAI Addressed**	**1 2 3**	**Driver**	*Name/Title*
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	**Target Date**	**Status**

TURNAROUND PRINCIPLE #8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

Increase academically focused family and community engagement. An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs).

Strategies must be included for the following:

    a.   Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.

    b.   Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

	PAI Addressed	1 2 3	Driver	*Name/Title*
Intervention	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status

Student Achievement Plan
SCHOOL: Thea Bowman Leadership Academy
DISTRICT: Thea Bowman Leadership Academy

Leadership Team Assignments
2014--2015
DATE: November 27, 2014

Student Achievement Plan (SAP)

8 TURNAROUND PRINCIPLES	TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE
#1: SCHOOL LEADERSHIP	Mrs. Thigpen Mr. Williams Ms. Simmons Mr. Hufford Ms. Evans Mrs. Best
#2: SCHOOL CLIMATE AND CULTURE	
#3: EFFECTIVE INSTRUCTION	Ms. Hawkins Ms. Spencer Ms. Combs Mr. Hufford Ms. Evans Mrs. Best
#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM	Ms. Hawkins Ms. Spencer Ms. Combs Mr. Hufford Ms. Evans Mrs. Best
#5: EFFECTIVE STAFFING PRACTICES	
#6: ENABLING THE EFFECTIVE USE OF DATA	Mrs. Skaggs Mr. Kelln Mrs. Johnson Mrs. Thigpen Mr. Williams
#7: EFFECTIVE USE OF TIME	
#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT	

Team members will represent each of the 8 Turnaround Principles listed above.

At each Leadership Team meeting, 2 groups will provide progress updates and next steps for their assigned Turnaround Principle. As tasks are accomplished, they should be checked off in the "status" column of the Student Achievement Plan.

GOAL: Review the entire document each month – 2 Turnaround Principles at a time.

Thea Bowman Leadership Academy Elementary
Staff Meeting-School Improvement Plan
Presenter: Michael Collins/Marisa Simmons
March 9, 2016

Printed Name	Signature	Position
Marisa Simmons	M. Simmons	Instructional Coach
Nicole Amodei	Nicole Amodei	4th grade teacher
Sherrie Gooch	Sherrie Gooch	4th grade teacher
Staci Lingstrom		UPK teacher
W.F. Pryuni	William F. Pryuni	Grade 5 Teacher
Sean King		IA SPED
Shawntée Hunter	Shawntée Hunter	IA
Kimberly Cates	K M C	K Teacher
Joe Maxim		PE
Nicole Stubblefield	Nicole Stubblefield	IA
Michael Roccaforte	Michael Roccaforte	5th Grade Math/Science
Holly Jascoviak	Holly Jascoviak	Kinder Teacher
Antoinette Troupe	Antoinette Troupe	1st
Tammy Tiede	Tammy Tiede	2nd
Anita Castro	Anita Castro	Second Grade Teacher
Kathy Williams	Kathy Williams	2nd
Anita Smith	Anita Smith	2nd Grade Teacher
Kortina Gates	K. Gates	R-3 Spech. Asst.
Golean Meadows	Golean Meadows	Title I coordinat
Monique Newburn	Monique Newburn	SPed 4-6 teacher
Sylvia Lewis	Sylvia Lewis	5th Grade Teacher
Sandied Chambers		3rd Grade IA
MARIJO DITTRICH	Marijo Dittrich	ART
Sharida Combs	Sharida Combs	3rd Grade
Jackie Skaggs	Jackie Skaggs	Data Coach
Michael Collins	Michael Collins	Principal
Erika Martinez	Erika Martinez	SPED K-3

Thea Bowman Leadership Academy Elementary
Staff Meeting-School Improvement Plan
Presenter: Michael Collins/Marisa Simmons
March 9, 2016

Printed Name	Signature	Position
Anyahlyn Dillon	Anyahlyn Dill	1st Teacher
TRACEY H. Hayler	Tracey Hayle	IA
MONIQUE Cockett	Monique Cockett	1st teacher
Shawnta Scott	Shnta Diet	2nd IA
Jeanette Hines	Jeanette Hines	Nurse
MICHELLE Y JONES	Michelle Y Jones	IA
Mary Glover	Mary Glover	Computer
Tabatha Upshaw Muhammad	T Muhammad	KJ - IA
Sherry Perry	Sherry Perry	1st Asst.
Yvonne Summers	Yvonne Summers	Instr. Asst.
Treacie Gill-Knox	Treacie Gill-Knox	1st grade teacher
Nikkia Jones	Nikkia Jo	Kindergarten teacher
LaMyia T Dukes	LaMyia T Dukes	Kinter garten teacher
Cheryl Washington	Cheryl L Washington	3rd grade teacher
Arielle Armstrong	Arielle Armstrong	3rd Grade teacher
Leslie Exford	Leslie Exford	3rd grade teacher
Tasha Fuller	Tasha Fuller	5th grade teacher
Hollis P Manna	Hollis	10th grade teacher
Sharon Frazier	Sharon Frazier	6th grade teacher

Thea Bowman Leadership Academy Elementary
Staff Meeting-School Improvement Plan
Presenter: Michael Collins/Marisa Simmons
March 9, 2016

Student Name	Grade	Parent Signature
Albren Johnson	3rd	Rana Johnson
~~Adrienne~~ Zellers	4th	Rebecca Zellers
Kennedy Zellers Banks	4th Grade	Mary Clay
Jakwon Turner	3rd Grade	Konesta Wright
DeJon Lane	3rd	Khota Wright
Tyrone Jenkins	5th	Jennifer Hackney
Shantel Lott	12th	

Thea Bowman Leadership Academy Elementary

Staff Meeting Agenda

March 9, 2016   2:30 p.m.

Title I Schoolwide Plan   M. Collins

Charter Renewal Updates   K. White, Board President

Announcements & Upcoming Events   M. Simmons

- State Visit-March 10th
- IREAD parade & activities-March 14th
- TBLA Visit to Phalen-March 15th
- Board interview with Indiana Charter School Board-March 16th
- IREAD testing-March 16th & 17th
- Green shirt day-March 17th
- Public charter hearing-March 22nd
- Phalen Visit-March 23rd
- Marking period ends-March 23rd
- Spring Break-Mar. 24th-Apr. 1st

Wednesday 3/9/16 Meeting Agenda

- Update on Charter Renewal – Board President Keisha White
- Title I Schoolwide Plan Presentation
- Expectations for State visit Friday, March 11th
- Grade Level Meetings End of quarter is Friday, March 18th

    o Make sure you are keeping up with grades
    o All must be put in by 4:00 Monday March 21st

Announcements
- Pi Day Monday, March 14th
- Visit at Phalen Academy Tuesday, March 15th
- Charter renewal public hearing with the Indiana Charter School Baord March 16th in Indianapolis
- End of quarter is Friday, March 18th
- Make sure you are keeping up with grades
- All must be put in by 4:00 Monday March 21st
- Phalen visit here Wednesday, March 23rd
- Charter Hearing at TBLA Elementary March 24th
- Decorate boards outside classrooms with student work

Title I Schoolwide Plan Requirements

Thea Bowman Leadership Academy

Thea Bowman Leadership Academy

Sarita Stevens
975 W 6th Ave
Gary, IN 46402-1708

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	There were several phases to our Comprehensive Needs Assessment : Parent, student and staff surveys were administered and data from those surveys collected and analyzed. NWEA, ISTEP and classroom mini assessments were administered to students. Test data was collected and an analysis of that data revealed a deficiency in math, specifically, geometry. We also need to focus on comprehension of informational text and overall growth in math. Algebra I scores fell 29% over the last two years.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	The 8 Step process to ensure that each student is assessed individually and reassess according to the individual needs of the students.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	The school wide reform strategy being implemented k-12 is the 8 step instructional strategy. There are other reform strategies being implemented at different levels within the district: - Read 180 is for Special Education students - Study Island is k-8 - SRI: Scholastic Reading Inventory is 3-6 - PLATO is 9-12	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	No	Due to the teacher shortage across the country it's been difficult to obtain certified teacher candidates this year. Currently all teachers are not highly qualified in all core content area classes. Some of the teachers have out of state licenses but have yet to obtain their Indiana credentials. All teachers who are not highly qualified met with the Instructional Leaders to create a plan to become highly qualified. See attached documents for all plans.	High School Plans Elementary Plans

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Every Wednesday is early release day for professional development sessions. Sessions are determined based on school wide initiatives, individual teacher needs, student needs and best practices. Staff members also have the opportunity to attend local or state sessions	PD Agenda 2 PD Agenda 1 PD Agenda 3 PD Sessions 1 PD Sessions 2

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Thea Bowman Leadership Academy has made a consorted effort to forge community partnerships with the area colleges in order to garner new recruits to strengthen our core reserves. We are currently working with Purdue University Calumet, Indiana University Northwest and Ivy Tech Community College.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Attached you will find rationale and proposed parental involvement.	Proposed parental involvement

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Parents at Thea Bowman Leadership Academy are provided with access: - Access to Powerschool - Progress reports - Open door policy - Test prep materials - Regular teacher parent communication - Parent University Data is collected on each student and parents are provided with pertinent information.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	We have an establish partnership with our parents. Parents are involved in all school level decisions as communication is essential. Our PTA at the high school and PTO at the elementary school assists us in garnering the information need to complete many goals in our school wide plan.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	No	We do not have a transition plan for incoming preschool children. In the past we have written and received a grant to provide summer school for incoming Kindergartners. During summer school students were introduced to the school and to the Kindergarten teachers. Students were taught basic social skills as well as provided a review of preschool skills. Although we don't have an official plan, our incoming students come to school the first week 5-7 students at a time to get acclimated to the school. Moving forward we will create a transition plan.	

| Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Teachers are constantly being included in the decision making process. A group of teachers were selected to be a part of the school leadership team and collaborate with administration is making decisions concerning assessments. Teachers meet by grade levels and departments to discuss and analyze assessment results. In turn they collaborate to create instructional calendars and lesson plans based upon the results.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	The 8 Step Instructional process assist with this in providing students with immediate feedback. By providing information through: - Pull-out opportunities to check for understanding - Tiered assessments to show growth - Ample scheduled times for tutoring - Interventionists for one on one opportunities	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	In addition to coordinating federal funds, Thea Bowman will coordinate community stakeholder services to effectively match resources to needs and extend learning opportunities. These resources include: social services, early college opportunities, tutoring, and family support services. Examples include: Horizons/Stars (Mentoring, Positive Teen Health), ECIERS (Career and College Readiness), Gary Literacy Coalition, Red Cross, the Indiana Parent Institute, Mobile Dentist, Indiana University, Purdue University, Ivy Tech State College, the Lions Club, UAW Union and the Gary Youth Service Bureau.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	N/A	Not Applicable	

Schoolwide Plan Meeting Sign-In	Date: 3/9/16 TBLA Junior/Senior High School
Employee Name	**Signature**
1. Allen, David	*(signature)*
2. Asberry, Apiphany	
3. Banks, Rowena	*(signature)*
4. Barlow, Kenya	*(signature)*
5. Bodie, Lynda	*(signature)*
6. Breininger, Nathan	*(signature)*
7. Brooks, Amanda	
8. Brown, NaJeana	*(signature)*
9. Bryan, Tanya	*(signature)*
10. Burnett, Clara	*(signature)*
11. Clayborn, Beatrice	
12. Crawford, Bianca	*(signature)*
13. Culver, Maurice	
14. Davis, Kathy	*(signature)*
15. Elliott, Felicia	*(signature)*
16. Evans, Alicia	*(signature)*
17. Ford, Charell	
18. Frazier, Terrance	*(signature)*
19. Goeders, Daphne	
20. Gries, Sandra	*(signature)*
21. Guydon, Yvonya	Absent
22. Haggard, Arthur	*(signature)*
23. Harmon, Nicole	*(signature)*
24. Henderson, Brenda	*(signature)*
25. Hernandez, Angelica	*(signature)*
26. Hogan, Leah	*(signature)*
27. Hollandsworth, Don	*(signature)*
28. Howard, Andria	*(signature)*
29. Johnson, James	*(signature)*
30. Johnson, Tracy	*(signature)*
31. King, Raymond	
32. Kuprenas, Robert	
33. Lee, Rosalyn	*(signature)*
34. Lunn, Diane	*(signature)*
35. McMillian, Lucinda	*(signature)*
36. Meneses, Viviana	*(signature)*
37. Musa, Najah	*(signature)*
38. Nunnery Miguel	*(signature)*
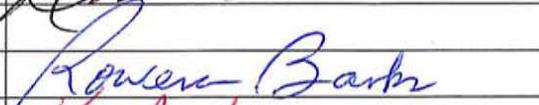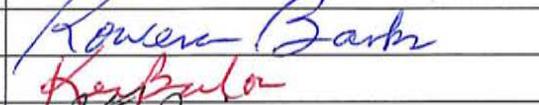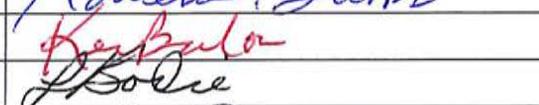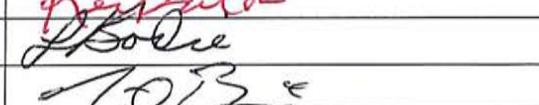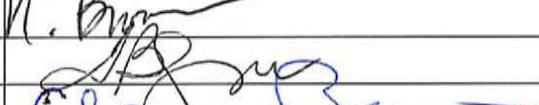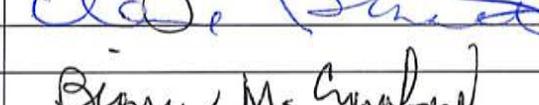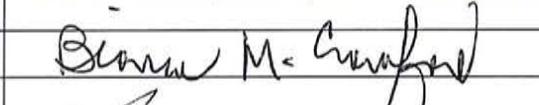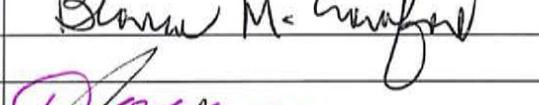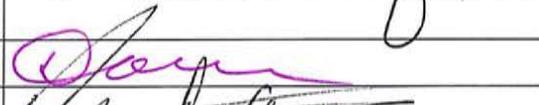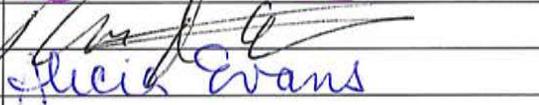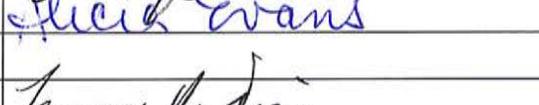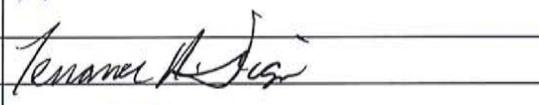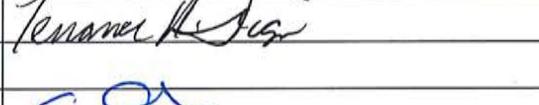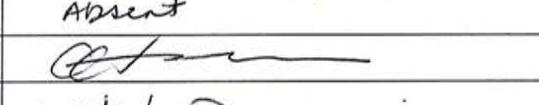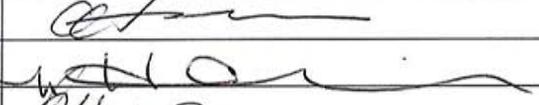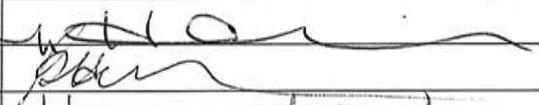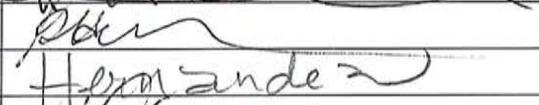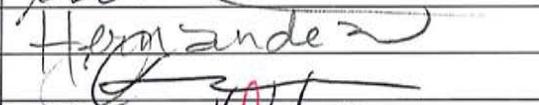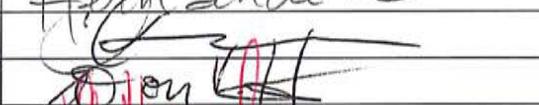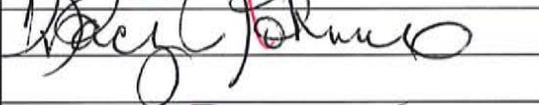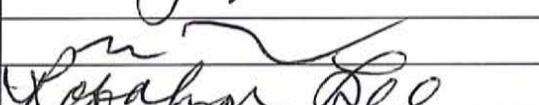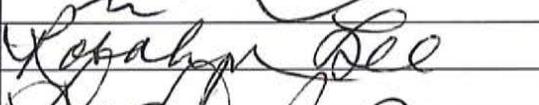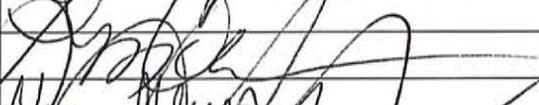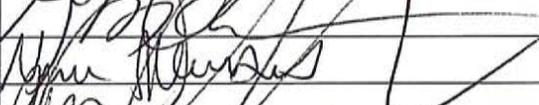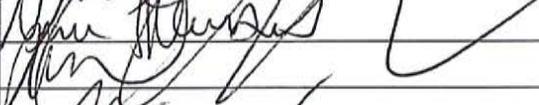
#	Name	Signature
39.	Okeke, Willa	
40.	Olive, Kim	
41.	Oshier, Justin	
42.	Patrick, Monte	
43.	Perez, Vanessa	
44.	Powers, Pamela	
45.	Protho-Guider, Jerae	
46.	Richards, LaMario	
47.	Robinson, Joseph	
48.	Romero, Angelica	
49.	Sadlo, Zachary ~~Zachary~~	
50.	Sakovich, Tuesday	Absent
51.	Sanders, Pamela	
52.	Sanford, Jeffrey	
53.	Skinner, Henry	
54.	Stalling, Kenneth	
55.	Stevens, Sarita	
56.	Thomas, William	
57.	Thompson, Tarneisha	
58.	Torres, Jorge	
59.	Wampler, Theresa	
60.	Wang, Cindy	
61.	Wietbrock, Rachel	
62.	Williams, Gregory	
63.	Williams, Janelle	
64.	Wilson, Robert	
65.	Witherspoon, Calvin	
66.	McCandless, ~~Phillip~~ Philip	
67.	White, Keisha	
68.		
69.		
70.		
71.		
72.		
73.		
74.		