



SBOE Monthly Performance Report  
 School: Emma Donnan Middle School

Date: 02/15/2014

<b>Core Question 1: Is the educational program a success?</b>					
	Dec. 15	Jan. 15	Feb. 15	Comments	Next steps
Student Enrollment	319	319	315	<ul style="list-style-type: none"> <li>Student enrollment waivers due to conditions of home environments, student needs, and employment/housing issues.</li> </ul>	<ul style="list-style-type: none"> <li>Recommit initiative</li> <li>Parent Conferences / Meetings</li> <li>Social Worker – Home visits</li> </ul>
Student Attendance	92%	91%	91%	<ul style="list-style-type: none"> <li>Dropouts: 0</li> <li>Tardies: 125</li> <li>Withdrawals: Dec. 3, Jan. 5</li> <li>Cold Weather – Snow and Flu have negative impact</li> <li>Shout outs at Celebration Assembly for 95% and Perfect Attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Regular calls and visits by school social worker</li> <li>Continual Attendance Letters and conferences.</li> <li>Attendance Contracts</li> <li>Weekly Attendance Incentives for Months of Feb. and March</li> </ul>
Student Suspensions	32	14	12	<ul style="list-style-type: none"> <li>Attendance: 0</li> <li>Behavior: 5</li> <li>Drugs: 4</li> <li>Other: 3 fighting</li> </ul>	<ul style="list-style-type: none"> <li>Positive Incentive program events and dates will be announced as rewards for student positive behavior.</li> <li>Entrance Interviews with students and parents.</li> <li>School Social / Dance on Feb. 13</li> </ul>
Student Expulsions	1	1	2	<ul style="list-style-type: none"> <li>Attendance: 0</li> <li>Behavior: 0</li> <li>Drugs: 2</li> <li>Other: 0</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use ABC program to help prevent students from being recommended for expulsion.</li> </ul>

<b>Core Question 2: Is the organization in sound fiscal health?</b>		
	Comments	Next steps
SIG Funding	SIG spending is continuing. Drawdowns are completed on a monthly basis. Review of spending and allotments to ensure effective use of funds.	<ul style="list-style-type: none"> <li>Purchasing band instruments, library books, and supplemental materials for science classrooms, as well as salaries.</li> </ul>

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<b>Core Question 3: Is the organization effective and well-run?</b>					
	Dec. 15	Jan. 15	Feb. 15	Comments	Next steps
Staff Attendance	97%	94%	97%	The staff understands how their attendance has a direct effect on student achievement.	<ul style="list-style-type: none"> <li>▪ Monthly staff shout outs / incentives</li> <li>▪ Daily morning exercise class for teachers</li> <li>▪ Building purpose and teams within the school</li> </ul>
Staff Retention				New Hires: 0 <ul style="list-style-type: none"> <li>▪ Resignations: 0</li> <li>▪ Terminations: 0</li> <li>▪ Transfer to another position: 0</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin to discuss next year plans with each staff member.</li> <li>▪ Have PD to support staff needs</li> </ul>
					<ul style="list-style-type: none"> <li>▪</li> </ul>

<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>					
	Dec. 15	Jan. 15	Feb. 15	Comments	Next steps
IEP / 504 Plans	90/28% 1-504	90/28% 1-504	90/28.57% 1-504	<ul style="list-style-type: none"> <li>▪ Begin to discuss next year plans with each staff member.</li> <li>▪ Have PD to support staff needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow through with steps to clear the monitoring process.</li> <li>▪ Hold ACR and other meetings to stay in compliance and review student progress.</li> <li>▪ Make sure goals/objectives and present levels have a direct connection.</li> </ul>
EL Students	19/5.9%	21/6.5%	21/6.5%	<ul style="list-style-type: none"> <li>▪ Student population stayed steady.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to advertise to EL population that EDMS has the ability to serve their students.</li> <li>▪ Completed LasLinks Testing</li> </ul>
Parent Engagement	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>▪ Due to weather, and school closings parent engagement for January was cancelled</li> </ul>	<ul style="list-style-type: none"> <li>▪ Zumba Night – this night will encourage the fight against childhood obesity, as well as give information on how to</li> </ul>

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					<p>begin a healthy lifestyle, and having fun while doing it.</p> <ul style="list-style-type: none"> <li>▪ February 26<sup>th</sup> African-American Cultural night will consist of student created essays, games, food, and dinner.</li> <li>▪ February 27<sup>th</sup> is Science Fair Night. Parents can come and view science projects and hear from the top winners about their projects.</li> </ul>
Community Engagement	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>▪ December 16<sup>th</sup> snack packs project in collaboration with the Faith Based Committee.</li> <li>▪ January 16<sup>th</sup> Community Partners Meeting</li> <li>▪ January 16<sup>th</sup> Faith Based Committee</li> <li>▪ February 12<sup>th</sup> Faith Based Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to work with Community Outreach Programs to gain positive feedback concerning the school.</li> <li>▪ February 20<sup>th</sup> Community Partners Meeting</li> </ul>

**Other Key Information:**

- Report Cards were issued on January 10<sup>th</sup>
- Interim Report Cards issued on February 14<sup>th</sup> due to snow days.
- 3<sup>rd</sup> Quarter Report Cards will be issued on April 4<sup>th</sup> when Student Lead Conferences will take place.

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School: T.C. Howe High School  
 SBOE Monthly Performance Report: January 15<sup>th</sup> – February 15<sup>th</sup>

Date: 2.15.14

<i>Core Question 1: Is the educational program a success?</i>					
	Dec. 15	Jan. 15	Feb. 15	Comments	Next steps
<b>Student Enrollment</b>	631	610	609	<ul style="list-style-type: none"> <li>▪ This month we have seen a number of students withdraw as well as a number of student enroll. Those students withdrawing have indicated that they are doing this for a variety of reasons including: relocation, transportation concerns, school choice, as well as many other reasons. Those students who have enrolled have for the most part done so as a result of relocation.</li> <li>▪ <b>Dropouts: 0</b></li> <li>▪ <b>Withdrawals: 19</b></li> <li>▪ <b>Enrolled: 31</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ In order to better follow up with students who opt to withdraw, a school of intent form has been created for parents to indicate which school their child will attend so as a school we can follow up.</li> <li>▪ A more intentional effort has been made by the registrar to confirm the enrollment of every student once they have withdrawn from school.</li> <li>▪ Work closely with families to ensure a solid graduation plan is in place for the student upon their first day of arrival.</li> <li>▪ Identify nearby bus stops for students who have transportation needs.</li> </ul>
<b>Student Attendance</b>	82.3%	86.7%	81.6%	<ul style="list-style-type: none"> <li>▪ As a result of inconsistent weather patterns, there have been observable trends of decreased attendance patterns. Phone calls are made out to parents at which time parents have indicated that they did not feel comfortable sending their child out in the cold because they felt as though school should have been delayed/canceled.</li> <li>▪ As a result of bad road conditions, buses have, at times, been delayed causing frustration with both students and parents who, rather than waiting on the bus, opt to stay home.</li> <li>▪ As a result of transportation issues, many parents have had to drive their child to school causing the student to arrive to school late.</li> <li>▪ <b>Tardies: 278</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Our Student Service Coordinator has worked closely with the bus company in order to problem solve issues that may arise throughout the school day.</li> <li>▪ On days where school delays have occurred, transportation was provided for students throughout the day if they had an issue getting to school.</li> <li>▪ The admin team has worked hard to communicate as early as possible any school delays/cancelations we may have.</li> <li>▪ A clear intervention plan has been put into place in order to notify parents</li> </ul>

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					daily if students are absent from school. We also plan to continue to meet with parents, conduct house visits, and work with our School Resource Officers to communicate to parents and students the importance of attending school daily.
<b>Student Suspensions</b>	135 7 <sup>th</sup> : 50 8 <sup>th</sup> : 48 9 <sup>th</sup> : 13 10 <sup>th</sup> : 10 11 <sup>th</sup> : 7 12 <sup>th</sup> : 7	34 7 <sup>th</sup> : 6 8 <sup>th</sup> : 10 9 <sup>th</sup> : 13 10 <sup>th</sup> : 4 11 <sup>th</sup> : 0 12 <sup>th</sup> : 1	57 7 <sup>th</sup> : 10 8 <sup>th</sup> : 13 9 <sup>th</sup> : 16 10 <sup>th</sup> : 4 11 <sup>th</sup> : 6 12: 8	<b>Behavior: 57</b> This period ushered in the start of an entirely new system to monitor behavior. With the full implementation of school-wide PlascoTrac software, we are now able to fine tune school-wide systems and consequences based on data points collected. Teachers now have the ability to incentivize positive behaviors they wish to see and give consequences for a variety of behavior infractions through interactive software loaded to staff iPads. More specifically, teachers can assign detentions facilitated by the Dean’s Office. The role-out consisted of a staggered series of professional development sessions to introduce the software and teach best practices. Teachers have also had several FAQ sessions to best acquaint themselves with new technology.	<ul style="list-style-type: none"> <li>A great deal of work has been done with our Behavior Specialist, Social Worker, and SPED team on different ways to proactively address behavior related concerns both in and out of the classroom. These particular staff members have begun to utilize a PBIS online resource. Additionally, our Social Worker and Behavior Specialist meet, on a weekly basis with students who have been identified Emotionally Disturbed. In addition to working with these students weekly, we have also rolled out our group sessions which are held weekly. During these sessions, targeted students are given the space to discuss how to better manage their anger and frustration both in the classroom and outside of the classroom.</li> </ul>
<b>Student Expulsions</b>	0	0	7	<ul style="list-style-type: none"> <li><b>Attendance:</b></li> <li><b>Behavior: 7</b></li> <li><b>Drugs:</b></li> <li><b>Other:</b></li> </ul> <p>Although we have had a total seven expulsions, they were a result of three separate incidents where multiple students were involved.</p>	<ul style="list-style-type: none"> <li>As a team, we will continue to hold students to high standards academically and as it relates to behavior in order to ensure a safe and orderly environment for students and staff.</li> </ul>

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Core Question 2: Is the organization in sound fiscal health?		
	Comments	Next steps
<b>SIG Funding</b>	<p>Within this time period we have completed the following tasks through our SIG grant:</p> <ul style="list-style-type: none"> <li>• We have hired a new Assistant Principal. This position is 100% SIG funded.</li> <li>• We also funded our Attendance Administrator Assistant through our SIG Grant</li> <li>• Our Grant Specialist attended the National Title 1 Conference in San Diego which was fully funded through the SIG Grant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meetings have been held with the leadership team to discuss how to more strategically utilize current funds in a way that supports teacher and staff development.</li> <li>▪ The Principal and CRT will be attending the National ASCD Conference in LA next month.</li> </ul>

Core Question 3: Is the organization effective and well-run?					
	Dec. 15	Jan. 15	Feb. 15	Comments	Next steps
<b>Staff Attendance</b>	97.1	97.6	94.8	<p>We have continued to reiterate our mission and vision as a team each time we come together as a staff. This has helped with the intrinsic motivation to be present every single day. We have also seen an increase in staff morale.</p> <p>In order to support staff members on being more thoughtful on taking PTO days, all pre-approved PTO days have been posted publicly through our Master Calendar. Additionally, in an effort to maintain an orderly environment for students, it has been communicated to staff members that only two staff members will be pre-approved to take PTO on an instructional day.</p>	<ul style="list-style-type: none"> <li>▪ Continue to brainstorm as a team ways in which we can encourage staff members to decrease the number of PTO days being used.</li> </ul>
<b>Staff Retention</b>	92%	95%	91%	<p>In an effort to provide consistent solid instruction for students in the event that a teacher is out of the classroom, building subs have been hired to provide academic support in the classroom. Additionally, as a result of recent changes in our support staff, as a leadership team we have created and rolled out a new roles and responsibilities chart to ensure all tasks has an “owner” to increase accountability.</p> <p><b>Termination:</b> 0  <b>Resignation:</b> 5 (HS ELA, 1 Building Sub, MS Math, Guidance Counselor, Parent</p>	<ul style="list-style-type: none"> <li>▪ Continue to support staff members in developing their leadership within the school.</li> <li>▪ Work closely with new staff members in order to ensure they are equipped with the tools necessary to have a long term impact in the classroom.</li> </ul>

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				Liaison) <b>New Hire:</b> 6 (MS Math, HYPE/T9, 3 Building Subs, HS Math,	
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<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>					
	<b>Dec. 15</b>	<b>Jan. 15</b>	<b>Feb. 15</b>	<b>Comments</b>	<b>Next steps</b>
<b>IEP / 504 Plans</b>	102	104	105	<ul style="list-style-type: none"> <li>▪ The Special Education team has met with each new student enrolling to T.C. Howe in order to ensure that we have a full understanding of their needs and that we have the support in place to support students</li> <li>▪ The Special Education team has improved at communicating to teachers when and if a new student who receive Special Education services enter into their classroom so that they have background on the student both as it relates to behavior as well as academics.</li> <li>▪ The SPED team has worked with Indiana IEP in order to more effectively create and monitor goals for students within their IEP</li> <li>▪ Professional development support has been provided to our social worker and behavior specialist to take a proactive approach as it relates to working with students who have emotional and/or social issues as indicated within their IEP.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scheduled PD for Special Education staff, support staff, and general education teachers.</li> <li>▪ Work closely with Indiana IEP in order to maintain compliance with CAP requirements.</li> </ul>
<b>EL Students</b>	13	16	12	<ul style="list-style-type: none"> <li>▪ All LAS Links testing was completed for qualified students within this reporting period</li> <li>▪ The ENL Coordinator attended a professional development session on strategies to utilize to support ELL students and is scheduled to do a “teach-back” session for teachers in March</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a plan of action as to how we can better support not only students, but parents within this population of students</li> <li>▪ Make an intentional effort to support staff members as it relates to creating differentiation for these students within their classroom</li> </ul>
<b>Parent Engagement</b>	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>▪ Parent teacher conferences hosted for quarter three to allow the opportunity for parents to come in and speak academic and behavior progress/concerns with teachers and other support team members.</li> <li>▪ In an effort to keep parents informed, phone calls are made on a daily basis by the Attendance Assistant of their child’s attendance.</li> <li>▪ Teachers have invited parents into the classroom to support and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to utilize ParentLink in order to communicate mass messages to parents.</li> <li>▪ Phone calls are made daily to parents to report student absences and tardies.</li> </ul>

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				increase parental visibility.	
<b>Community Engagement</b>	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>▪ Teach For America Appreciation Night: CSUSA hosted an appreciation night for all Teach For America CSUSA Corps members to attend in order to express appreciation for their work and all that they do.</li> <li>▪ Teach For America Hiring Fair: In partnership with Teach For America, CSUSA attended a hiring fair where we had the opportunity to meet with incoming Indianapolis Corps members and their potential to be a part of the CSUSA team.</li> <li>▪ The Principal and the Community Liaison took two students to the State House to meet with legislators and to participate in a quality education gathering. In addition to attending this, the staff members and students were able to sit in on an educational meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to maintain visibility within the local community.</li> <li>▪ Partner with outside organization when planning programming for the school.</li> </ul>

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School: Emmerich Manual High School  
 SBOE Monthly Performance Report: January 14<sup>th</sup> - February 15<sup>th</sup>

Date: 2.15.14

<b>Core Question 1: Is the educational program a success?</b>					
	<b>Dec. 13</b>	<b>Jan. 14</b>	<b>Feb. 15</b>	<b>Comments</b>	<b>Next steps</b>
<b>Student Enrollment</b>	524	529	511	We lost 18 students due to the following: <ul style="list-style-type: none"> <li>▪ 0 Interpersonal problem</li> <li>▪ 6 Transfers to other schools</li> <li>▪ 3 Withdrew to homeschool</li> <li>▪ 4 Expelled</li> <li>▪ 3 Moved out of state</li> <li>▪ 1 Transferred to virtual school</li> <li>▪ 1 Incarcerated</li> </ul>	<ul style="list-style-type: none"> <li>▪ We continue to enroll and work with parents who want students to come to EHMS.</li> <li>▪ We are calling all students that have left EMHS to invite them back. We are also working with our Faith Based Committee to work with the churches for recruitment.</li> <li>▪ We began to schedule eighth grade students from Emma Donnan Middle School for the 2014-2015 school year on February 11<sup>th</sup>.</li> <li>▪ We will have a booth at Education Expo being held Saturday, Feb. 22 at Castleton Square Mall to promote our school.</li> </ul>
<b>Student Attendance</b>	79%	88%	72%	<ul style="list-style-type: none"> <li>▪ <b>Dropouts: 0</b></li> <li>▪ <b>Tardy To School: 1,389</b></li> <li>▪ <b>On Time to School: 4,461</b></li> <li>▪ <b>Tardy to class: 1,242</b></li> <li>▪ <b>Withdrawals:</b> <ul style="list-style-type: none"> <li>○ 0 had interpersonal problems</li> <li>○ 6 transferred to another school in Indiana</li> <li>○ 3 transferred to another school out of state</li> <li>○ 3 were home schooled</li> <li>○ 4 were expelled</li> <li>○ 1 transferred to virtual school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The severe weather has played a factor in our attendance rate dropping for this reporting period</li> <li>▪ Attendance task force will still be evaluating attendance each day and making calls at 10:30 to report absentees to parents.</li> <li>▪ The task force is also tracking down parents with incorrect contact information.</li> <li>▪ Protocols have been instituted to</li> </ul>

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				<ul style="list-style-type: none"> <li>○ 1 were incarcerated</li> <li>▪ <b>Other:</b></li> </ul>	<ul style="list-style-type: none"> <li>obtain or update contact information from any parent who comes to the school.</li> <li>▪ Teachers are continuing to make calls to parents for all students absent 6<sup>th</sup> period.</li> </ul>
<b>Student Suspensions</b>	85 9 <sup>th</sup> : 41 10 <sup>th</sup> : 22 11 <sup>th</sup> : 13 12 <sup>th</sup> : 9	11 9 <sup>th</sup> : 7 10 <sup>th</sup> : 1 11 <sup>th</sup> : 2 12 <sup>th</sup> : 1	37 9 <sup>th</sup> : 18 10 <sup>th</sup> : 10 11 <sup>th</sup> : 6 12 <sup>th</sup> : 3	<ul style="list-style-type: none"> <li>▪ <b>Attendance:</b> 0</li> <li>▪ <b>Behavior:</b> 33               <ul style="list-style-type: none"> <li>○ <b>Fighting:</b> 0</li> <li>○ <b>Battery:</b> 1</li> <li>○ <b>Defiance:</b> 9</li> <li>○ <b>Profanity:</b> 19</li> <li>○ <b>Intimidation/Bullying:</b> 0</li> <li>○ <b>Tobacco:</b> 3</li> <li>○ <b>Destruction of Property:</b> 1</li> </ul> </li> <li>▪ <b>Drugs:</b> 0</li> <li>▪ <b>Other:</b> 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our Positive Alternative to School Suspension (PASS) program has proven successful in providing support to our students who have behavioral issues or that we cannot get in contact with the parents for support related to behavior.</li> <li>▪ We began our STARS (Striving To Achieve &amp; Rewarding Success) program to promote positive behaviors.</li> </ul>
<b>Student Expulsions</b>	0 9 <sup>th</sup> : 0 10 <sup>th</sup> : 0 11 <sup>th</sup> : 0 12 <sup>th</sup> : 0	4 9 <sup>th</sup> : 3 10 <sup>th</sup> : 1 11 <sup>th</sup> : 0 12 <sup>th</sup> :	4 9 <sup>th</sup> : 2 10 <sup>th</sup> : 2 11 <sup>th</sup> : 0 12 <sup>th</sup> : 0	<ul style="list-style-type: none"> <li>▪ <b>Attendance:</b> 0</li> <li>▪ <b>Behavior:</b> 4</li> <li>▪ <b>Drugs:</b> 0</li> <li>▪ <b>Other:</b> 0</li> </ul>	<ul style="list-style-type: none"> <li>▪ We are continuing to follow the established expulsion procedures.</li> </ul>
<b>Other</b>	N/A	N/A	N/A		

Core Question 2: Is the organization in sound fiscal health?		
	Comments	Next steps
<b>SIG Funding</b>	<ul style="list-style-type: none"> <li>▪ We started our SIG funded Culturally Responsive Practice with our community partners G.Holland and Associates and University of Indianapolis. Dr. Harewood from University of Indianapolis will be in our school on February 10, 12, and 14 doing initial focus groups with our staff.</li> <li>▪ We still need to hire a SIG funded ESL aide.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working on all initiatives per approved SIG budget.</li> </ul>

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Other		
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<b>Core Question 3: Is the organization effective and well-run?</b>					
	Dec. 13	Jan. 14	Feb. 15	Comments	Next steps
<b>Staff Attendance</b>	90%	90%	89%	<ul style="list-style-type: none"> <li>A spreadsheet has been established so that multiple teachers in departments are not out at the same time</li> <li>We dropped a percent here because some staff had made doctors appointments and other personal appointments for days that were originally scheduled as days off.</li> </ul>	
<b>Staff Retention</b>	96%	96%	95%	<ul style="list-style-type: none"> <li><b>New Hires:</b> 0</li> <li><b>Resignations:</b> 1</li> <li><b>Terminations:</b> 0</li> </ul>	<ul style="list-style-type: none"> <li>Our receptionist resigned effective February 18<sup>th</sup>. Her husband took a job in Ohio and she is moving the family to be with him.</li> </ul>

<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>					
	Dec. 13	Jan. 14	Feb. 15	Comments	Next steps
<b>IEP / 504 Plans</b>	107 9 <sup>th</sup> : 36 10 <sup>th</sup> : 24 11 <sup>th</sup> : 21 12 <sup>th</sup> : 26	109 9 <sup>th</sup> : 38 10 <sup>th</sup> : 24 11 <sup>th</sup> : 21 12 <sup>th</sup> : 26	100 9 <sup>th</sup> : 33 10 <sup>th</sup> : 23 11 <sup>th</sup> : 21 12 <sup>th</sup> : 23	<ul style="list-style-type: none"> <li>There is one 504 plan in place for a male freshman</li> <li>We have an improved Resource Room set up, full continuum of services, leadership team including school SPED coordinator and department head, continued professional development by Indiana IEP, and strong algebra co-teaching team and model.</li> </ul>	<ul style="list-style-type: none"> <li>Our next goals are to better incorporate IEP goals in the Resource Room weekly schedule and develop more effective co-teaching teams.</li> </ul>
<b>EL Students</b>	31 9 <sup>th</sup> : 11 10 <sup>th</sup> : 8 11 <sup>th</sup> : 6 12 <sup>th</sup> : 6	31 9 <sup>th</sup> : 11 10 <sup>th</sup> : 8 11 <sup>th</sup> : 6 12 <sup>th</sup> : 6	28 9 <sup>th</sup> : 10 10 <sup>th</sup> : 8 11 <sup>th</sup> : 4 12 <sup>th</sup> : 6	<ul style="list-style-type: none"> <li>We are still in need of hiring an ESL aide for a vacant position funded through SIG.</li> <li>We have been completing LAS Links testing this week. We tested 45 students with 28 receiving direct services. Students not receiving direct services scored a level 5 or have opted out of direct services for a variety of reasons (ie. Students in math or English enrichment or high achieving students in honors classes).</li> <li>We are now serving students from six different countries including: Mexico, Puerto Rico, Dominican Republic,</li> </ul>	<ul style="list-style-type: none"> <li>We are in the process of interviewing to hire for the ESL aide position.</li> </ul>

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				Guatemala, Liberia, and Hungary.	
<b>Parent Engagement</b>	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>On Saturday, January 18<sup>th</sup> from 10am to 12noon in the Manual High School our Winter Family Expo took place featuring a meet and greet with Indianapolis Colts Cheerleaders, Semester I report cards were handed out with a chance to talk to teachers about grades and tips for success, family members won \$20 Wal-Mart cards, free fresh produce from Piazza Produce was available, and free hot chocolate and cookies.</li> </ul>	<ul style="list-style-type: none"> <li>On Saturday, February 15th is our next community expo from 10am-12pm in the cafeteria. Activities for this expo include: FAFSA filing, Teen Works (program for summer work for students), Youth Tree Team (program for summer work for students), National Honors Society Ceremony (this will take place in the mini aud.), midterms will be handed out, NWEA results, and birthday cake to celebrate President's Day.</li> </ul>
<b>Community Engagement</b>	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>On Saturday, January 18<sup>th</sup> from 10am to 12noon in the Manual High School our Winter Family Expo took place featuring a meet and greet with Indianapolis Colts Cheerleaders, Semester I report cards were handed out with a chance to talk to teachers about grades and tips for success, family members won \$20 Wal-Mart cards, free fresh produce from Piazza Produce was available, and free hot chocolate and cookies.</li> <li>Our Gleaner's Food Pantry is open every Wednesday evening from 3:45-4:30pm.</li> <li>On Saturday, February 8<sup>th</sup> from 9am to 1pm we hosted the Indy Free Tax Prep program for our families with 48 families taking advantage of this program.</li> <li>On Wednesday, February 12<sup>th</sup> a meeting of the Faith Based Committee was held with 13 in attendance.</li> </ul>	<ul style="list-style-type: none"> <li>On Saturday, February 15th is our next community expo from 10am-12pm in the cafeteria. Activities for this expo include: FAFSA filing, Teen Works (program for summer work for students), Youth Tree Team (program for summer work for students), National Honors Society Ceremony (this will take place in the mini aud.), midterms will be handed out, NWEA results, and birthday cake to celebrate President's Day.</li> </ul>

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**Other Key Information:**

- Our recent ECA data shows that 37% or 27 students passed the English 10 ECA and 11% or 21 students passed the Algebra I ECA. With the analysis of our data, our students are growing an average of 40 points each time they take the Algebra ECA and 63 points for the English ECA.
- Our data shows that 64% of our Algebra re-testers made growth on the ECA. The highest individual gain in Algebra was 247 points! Another great highlight is that 25% of students that we were able to track growth with grew at least 100 points or higher.
- The success we've shown on the English side of things is similar to Algebra. 88% of our English re-testers made growth from their previous test administration to this one, and the highest individual gain was 222 points. 31% of our students grew more than 100 points in English.
- This positive trend we are seeing in math is due to the fact that we have consistent teachers in place teaching Algebra I content, Algebra remediation courses supporting our re-testers, reinforcement in higher-level math courses to those students who still have yet to pass the ECA. Interventions through Developmental Reading courses have allowed targeted instruction at specific skill levels. Our English teachers are incorporating test-taking strategies throughout their curriculum to impact their instruction.
- Going forward, All Math and English teachers are utilizing daily assessments, Acuity, and NWEA data to help support our students in the specific areas they are not mastering. Each teacher has access to each student's individual data and the breakdown on which section of the Algebra/English 10 ECA that needs to be emphasized for whole-class, small-group, and individual instruction. Additionally, teachers are beginning to work toward integrating core content into non-tested subject areas to enhance content learning as well as ELA and math skills development.
- Some of our next steps are to encourage students to utilize after school tutoring and office hours to supplement classroom instruction. Detailed lessons are in place every day at tutoring to help support success on the ECA. The instructional staff will be analyzing ECA data during data chats to plan interdisciplinary activities and units to reinforce core skills across the curriculum. We will also be looking into a mentoring system of teachers who will help support students who have not passed either ECA.
- This week we began our professional development in Culturally Responsive Practice with our community partners GHolland and Associates and University of Indianapolis. Dr. Harewood from University of Indianapolis will be conducting focus groups this week from 4:00-5:00pm on Monday, Wednesday, and Friday. One half of the entire staff was randomly selected to take

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part in these focus groups. The next step will include all staff taking an online Intercultural Developmental Inventory (IDI). Programs will then be tailored to meet the needs of our staff and community we serve based on the results.

- Fox 59 did a news story on our Food Pantry that we put in the school to support our school community and the families we serve. Here is a link to the story: <http://fox59.com/2014/02/04/indianapolis-school-offers-pantry-onsite-services-to-meet-student-demand/#axzz2sPkD112Z>

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