To: State Board of Education

From: Glenda Ritz, Superintendent of Public Instruction
        Dr. Cheryl Pruitt, Superintendent, Gary Community School Corporation

RE: Progress in GCSC on School Improvement

Date: February 20, 2015

During the February 4, SBOE meeting, the IDOE shared an update of the work that had been accomplished by IDOE and GCSC staff as we work collaboratively to improve student achievement in the GCSC school district. While our goal was to show the proactive supports that have been provided by the IDOE to assist GCSC with their work, we also want to highlight the many initiatives GCSC has implemented to intentionally respond to the urgent need for improvement.

Prior to the 2014-15 school year, Dr. Pruitt and the GCSC board performed a facilities audit and determined the need to close schools in order to operate more efficiently. The district closed Webster, Brunswick, Lew Wallace and Lincoln. This resulted in the need for massive redistricting and restructuring schools and staff. The district was able to accomplish this large-scale restructuring despite a short turnaround before the 2014-15 school year. The district has made it a top priority to examine all of the areas that impact the budget and find ways to operate more efficiently and cut unnecessary expenditures. The financial needs of the district are significant and impact every area. To address the financial shortfalls due to property tax caps and enrollment declines, GCSC has also recently committed to conducting a referendum to raise money to support the general fund.

Additionally, while the district was busy with reorganizing the operational side of schools, they also examined the data and made sweeping reforms to the instructional

programming. By partnering with Scholastic, Dr. Pruitt was able to provide the district with support in curriculum mapping and creating pacing guides to assist staff with the implementation of the new Indiana College and Career-Ready standards. Additionally, an aggressive mentoring and coaching program was established with Scholastic to assist with improving leadership skills for principals while also improving instructional practices for teachers. This includes a partnership with the Grass Roots Curriculum, Indiana University Northwest and local historians to focus on cultural relevant pedagogy. GCSC partnered with Ivy Tech to institute an Early College program that will extend downward to middle school students. The number of dual credit opportunities has increased and students currently attend DeVry and Calumet College during the school day. In short, students will graduate with a high school diploma, college credits and in some cases an Associate's Degree.

To ensure that GCSC leaders and teachers are doing the right work for students, GCSC has become much more data driven and are responding regularly to data by adjusting coaching goals as well as daily instructional practices. Daniel Bundridge, the Director of District Intervention from the IDOE, has assisted with these regular data conversations with school leaders and offered professional development in this area and many others.

The IDOE and GCSC have also worked collaboratively and intentionally to address school improvement. IDOE partnered with AdvancED and provided an intensive diagnostic review of 8 of the Gary schools in need of school improvement planning and support. The review team worked with the schools from April-October to provide a robust review process which included:
- Internal Review
- Executive Summary
- Self-Assessment
- Stakeholder Surveys
- Student Performance Diagnostics including classroom observations
- Interviews with Staff

The schools were each provided with ongoing technical assistance and with a $20,000 grant to assist with professional development and school improvement planning. Each school also received a detailed report from the review team outlining school improvement progress and identified areas for improvement along with a tool to guide planning. IDOE school improvement staff members have continued to monitor these plans and have worked with schools on identified needs.

Dunbar was intentionally included in this diagnostic review group to provide IDOE and GCSC with a needs assessment for school improvement work. Additionally, Dr. Pruitt provided additional supports to Dunbar due to her sense of urgency to improve the achievement and support for the Gary children. One way this was done, is that Dr. Pruitt replaced the administration at Dunbar for 2014. The 2013-14 enrollment for Dunbar-Pulaski was 378. The 2014-15 enrollment reflected 647 students. This is a significant increase.

Additionally, district leaders are working with the Dunbar staff to implement a nationally researched behavior intervention program, Positive Behavior Interventions and Supports Program (PBIS); a systemic approach to reduce Bullying; and a research-based Leadership and Performance Improvement program for students to:
- empower youth with leadership skills
- foster personal character development
- emphasize a positive self-image
- inspire a desire for building understanding and diverse communities

Bullying is currently viewed as one of the most serious public health problems in the United States school systems. Partnerships with Workforce Development, Methodist Hospital and Positive Images will address the results from the Communities that Care survey.

Dr. Pruitt is currently working within her leadership team to make some bold changes in staffing for Dunbar for 2015-16, which is possibly due to the newly expired (December

2014) collective bargaining agreement. The instructional staff at Dunbar Pulaski has changed by 50%. Beginning January 2015, the principal and teachers have Scholastic/ICLE coaches to assist in the transition in classrooms.

Dr. Pruitt has also worked to create a collaborative relationship with Edison Learning and along with Scholastic, Edison may be assisting the district in the future as they work to develop the capacity of staff to sustain the change needed for Gary students.

While GCSC and IDOE have responded with urgency to address many of the systemic needs to improve student achievement, including the facility issues, financial issues, food service, transportation, and special education needs, this process is ongoing and evolving. Regular communication protocols and planning structures are being developed including an Operations Steering Team, which will oversee IDOE and GCSC's collaborative work. Federal dollars have been allocated to the district to assist in all of the above. The opportunity for additional allocation to the school in the form of SIG dollars to continue the transformation may be available. These dollars would focus on transforming the climate and culture.

Many of the initiatives described in our letter are in the beginning stages of implementation. However, we have had some early successes which clearly indicate progress is being made. The latest school grades reflect the following:
- Williams Elementary improved from an F to an A
- Watson moved from a D to a C
- Bailey improved from a D to a B.
- Benjamin Banneker Achievement Center remains an A (5 STAR Blue Ribbon)
- Frankie W McCullough Academy for Girls remains an A
- Wirt Emerson Academy high school improved from a C to a B**
- West Side Leadership Academy high school improved from a F to a D**
  - **Both Wirt Emerson and West Side received lower grades due to the addition of middle school students.

The following are schools that are in need of improvement.

- Glen Park Academy went from a C to D (drop in ELA)

- New Tech Institute went from a D to F (year 1 of failing)

- Marquette (year 3), Jefferson (year 3) and Beverage (year 4) remain an F

- Dunbar Pulaski received an F

We are moving in a positive direction in GCSC and by working collaboratively and proactively, we are confident we will have many additional successes to celebrate.

Creating the Conditions for Success
DUNBAR-PULASKI CAREER AND ACADEMIC ACADEMY
2015 - 2018
A Courageous Plan to Transform Gary Community Schools
Doing what is best for students – today, tomorrow, and always.

Prepared by and in Collaboration with stakeholders of the
Gary Community School Corporation

"The function of education is that of teaching one to think precisely and critically. Our purpose on this day and at this time is to make it absolutely possible for our students to receive an equal and equitable education that will prepare them for their world, a world by which we do not even know, using standards that are common for the workplace, college and/or the University. This is our charge and our purpose, anything less is unacceptable."

Dr. Cheryl Pruitt

Gary Community School Corporation
Public Information Office
620 E. 10th Place
Gary, IN 46402

A Courageous Plan to Transform Gary Community Schools

GCSC MISSION

To provide all students with a high quality education in a safe and orderly learning environment which will ensure the acquisition of knowledge, skills, and values necessary to be productive and responsible citizens in a global, technological society.

GCSC VISION

To ensure that the Gary Community School Corporation becomes the premiere educational system competitively preparing our youth for ventures in higher education and employment opportunities; with necessary life skills in a uniformed, safe, secure, orderly, modern and state-of-the-art learning environment.
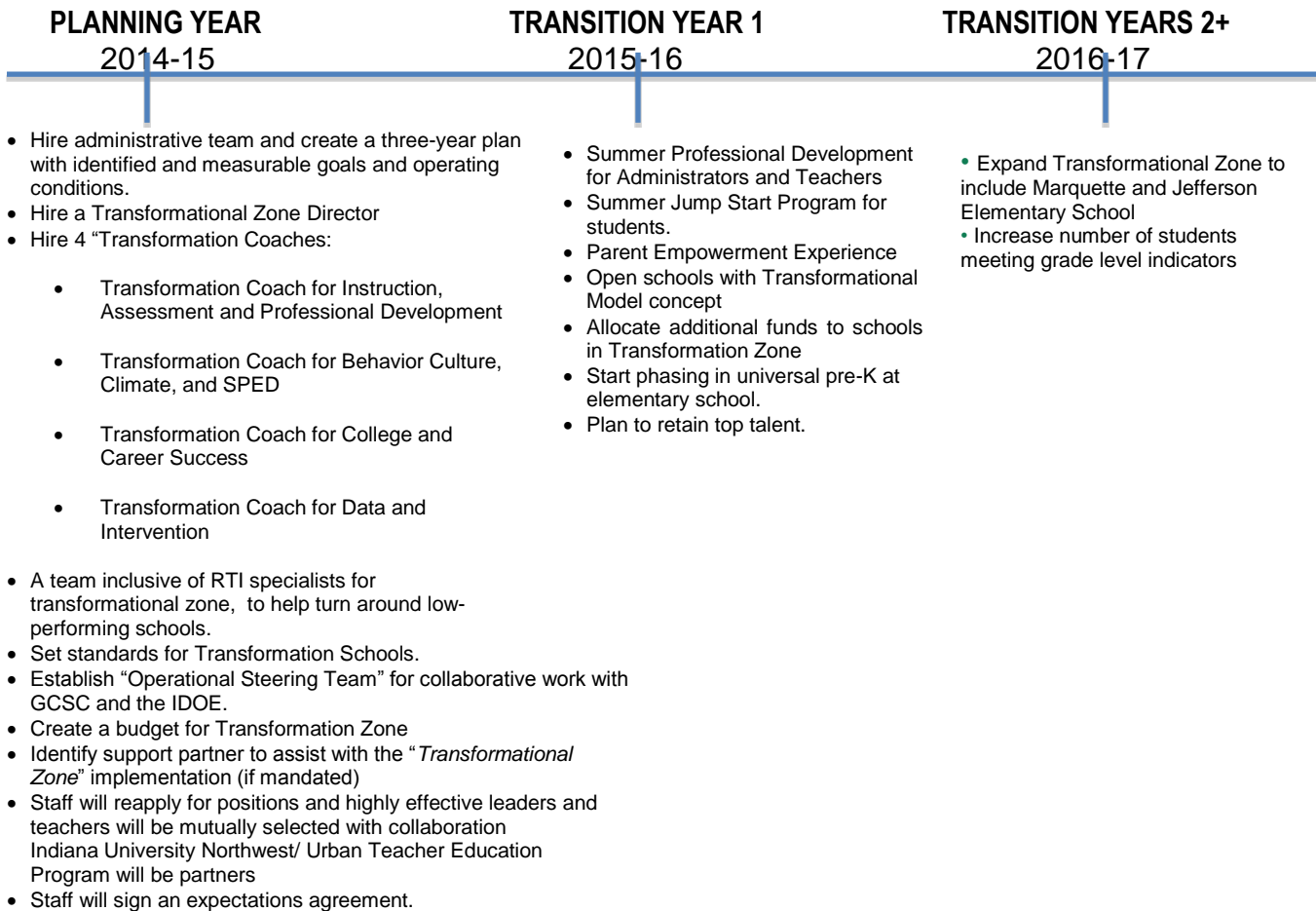
WHAT WE BELIEVE

- Every student can learn at his/her own rate/ability.
- Schools have the responsibility to create an environment where teaching and learning is fun for students and teachers.
- High expectations for staff, students, parents and community yield positive results.
- A quality education is every child's right.
- Parents, teachers, and students share a common desire and expectation for educational excellence.
- Educational excellence and opportunity require the responsible participation of committed students, teachers and parents.
- The Corporation has the human and fiscal resources necessary to provide a quality education for all students.
- Change in educational practice is necessary in order for our students to be able to compete in a changing technological society.

THE TRANSFORMATIONAL TRANSITION PLAN
Beveridge, Dunbar Pulaski and West Side High School

Sweeping changes such as these will not and do not happen overnight. We believe GCSC can transform 3 schools (Beveridge, Dunbar Pulaski and West Side High School) using the transformational zone model. This model will replace the traditional programs at said schools and expand opportunities for students. After successfully implementing this model, it will be expanded to include Jefferson and Marquette Elementary Schools. These reforms will make GCSC a national magnet for the most talented teachers, principals, and programs in the nation, which will accelerate our progress.

PLANNING YEAR 2014-15	TRANSITION YEAR 1 2015-16	TRANSITION YEARS 2+ 2016-17

PLANNING YEAR 2014-15

- Hire administrative team and create a three-year plan with identified and measurable goals and operating conditions.
- Hire a Transformational Zone Director
- Hire 4 "Transformation Coaches:

  - Transformation Coach for Instruction, Assessment and Professional Development

  - Transformation Coach for Behavior Culture, Climate, and SPED

  - Transformation Coach for College and Career Success

  - Transformation Coach for Data and Intervention

- A team inclusive of RTI specialists for transformational zone, to help turn around low-performing schools.
- Set standards for Transformation Schools.
- Establish "Operational Steering Team" for collaborative work with GCSC and the IDOE.
- Create a budget for Transformation Zone
- Identify support partner to assist with the "*Transformational Zone*" implementation (if mandated)
- Staff will reapply for positions and highly effective leaders and teachers will be mutually selected with collaboration Indiana University Northwest/ Urban Teacher Education Program will be partners
- Staff will sign an expectations agreement.

TRANSITION YEAR 1 2015-16

- Summer Professional Development for Administrators and Teachers
- Summer Jump Start Program for students.
- Parent Empowerment Experience
- Open schools with Transformational Model concept
- Allocate additional funds to schools in Transformation Zone
- Start phasing in universal pre-K at elementary school.
- Plan to retain top talent.

TRANSITION YEARS 2+ 2016-17

- Expand Transformational Zone to include Marquette and Jefferson Elementary School
- Increase number of students meeting grade level indicators

Dividing responsibilities Strategically

TRANSFORMATION SCHOOLS

* Establish a clear, focused mission.
* Create a culture of excellence.
* Hire and fire staff.
* Pay excellent teachers more to attract and retain them.
* Control budgets.
* Customize curriculum and instruction to meet students' needs.
* Add extra learning time, if needed.
* Select programs and partners.
* Keep students safe.
* Involve families and communities.

NEW GCSC CENTRAL Administration

* Authorize Transformation Zone Schools the autonomy necessary to make and implement bold changes.
* Monitor and hold all schools accountable.
* Hire transformation directors to help turn around transformation schools.
* Conduct citywide choice/enrollment process and expand parent outreach.
* Manage funds to enhance opportunities at the Transformation Zone schools..
* Oversee special education.
* Fulfill obligations (debt and bond payments, etc.).
* Manage transportation and facilities

Everyone Benefits

✓ **Students**: Better prepared for college, careers, life ... with higher earnings, lower incarceration rates, better health, and more voting and volunteering.

✓ **Teachers**: More say on instruction, more opportunities to start their own schools, and potential for higher pay.

✓ **Principals**: Much less red tape and the freedom to lead their schools.

✓ **Parents**: Many more quality school choices.

✓ **All Citizens**: Stronger community, higher property values, and more taxpayer accountability.

<u>Creating the Conditions for Success</u>
<u>DUNBAR-PULASKI CAREER AND ACADEMIC ACADEMY</u>

Dunbar-Pulaski Middle School is in its first year as a middle school and approximately 650 students will be impacted by the closing of Dunbar-Pulaski. Attendance increased every month and we continued to enroll students from other school districts, states, and charter schools. For the sake of minimizing disruptions for families and for the sake of educating children, we have made the decision to make a series of commitments to move Dunbar-Pulaski forward with success. In reaching this decision, we focused primarily on the hardship that closing Dunbar-Pulaski School would create for students and families – most importantly, the loss of stability, and hope and classroom time for students. As a school and district, our priority is to maximize the opportunity for student learning. To close our school – during which time we have established an environment to help middle school students to grow and meet high expectations– punishes students for adult failures.

We request the board allow the school to remain open because of the following reasons:
- Adolescent students need a space of their own where they can grow and communicate at the same level as their peers.
- All surrounding communities have a separate middle school because best practice proves that the middle school aged child is unique in his/her needs.
- Students in the City of Gary need the opportunity to unite as one school.
- Staff has made a commitment to make Dunbar-Pulaski a model school for the middle school student who faces challenges that are unique to that age group.
- Middle school students need stability.
- Parents want the assurance of knowing their children will not be moved each year.
- Moving our students to another environment would imply to parents, students, and community that they are not valued.
- Parents want their children educated in a middle school setting.
- Positive parent support
    - Parents continue to enroll their children into Dunbar-Pulaski.
    - One hundred and sixty-five parents attended a school opening celebration.
- Time is needed to evaluate our existing programs for effectiveness.
- Enrollment has increased by 70%.
- A new administration and 50% of the staff was replaced.
- A new curriculum and wrap-around services are beginning to be implemented.
- Dunbar-Pulaski is centrally located.
- Data shows that present academic programs target the state standards.
- Stakeholders have proven that they have a vested interest in the lives of the middle school students at Dunbar-Pulaski.
- Middle school prepares eighth graders for college and career pathways.

Weighing all of these factors, we determined that keeping Dunbar-Pulaski open will have the least harmful impact on students, families, and the community. Although, our challenges may seem unwieldy and daunting, we endure because we believe that we can provide a quality educational experience for the middle school students of Gary, Indiana. Based on the U.S. Department of

Education Community and Outreach "A growing awareness that young adolescents can accomplish a great deal is behind a national effort to improve education in America's middle grades." They deserve to have a chance to demonstrate how great they are. After all, our students are our future. Our staff knows and believes that students can accomplish a great deal. With continuous support from parents and the community, we believe that we can make Dunbar-Pulaski a great model middle school. We also take into account the fact that closing our school will force parents to leave the district seeking stability. It's a team effort, and it takes more than a year to move the middle school forward with success.

Accordingly, we are implementing innovative approaches, strategies, services, and programs to move our school toward success. As a result of our team attending the Scholastic/ICLE Principal's Academy, our staff was inspired, encouraged, and motivated with receiving a wealth of knowledge. Our staff is excited about the district's new programs for struggling schools, and plans to move this school forward with success. Therefore, in order to move our school forward we are starting with developing a restructuring team of experts-the faculty.

Goal: To change the culture of the school and to address the academic needs as well as the climate of the school.

- Implement strategies for achieving relentless focus to improve student performance even in the most challenging situations.

- Provide intense Professional Development for teachers.

- Provide extra support for students and their families.

Dunbar-Pulaski Challenges:
➢ Dunbar-Pulaski was closed and moved to Roosevelt in 2009.
➢ In 2012, students were moved back to Dunbar-Pulaski.
➢ In 2014, Dunbar-Pulaski became the only GCSC middle school.
➢ Territorial disputes among students based on residing in different geographical areas set a negative tone in the school.
➢ Lack of furniture in classrooms to accommodate the opening of school.

The following repairs have been made to the physical structure of the building.

Replace or repair pumps, motors and filters	$120,000
Replace six (6) AC condensing units on roof	$ 45,000
Replace air handler units in Science Lab	$140,000
Replace missing brick masonry at parapet	$ 35,000
Replace damaged EPDM Roofing	$ 40,000
Installed new boiler	$148,600
Total:	$528,600

Student Achievement Plan (2014-2015)

Vera Blount, Principal

920 East 19th Avenue
Gary, Indiana 46407

School Name_____Dunbar-Pulaski Career and Academic Academy(Middle School)____   Corporation: Gary Community School Corporation_____

Approved By: ___Vera Blount_____ Date:__November 25, 2014_____
　　　　　　　　(Principal Signature)　　　　　　　　　　　　　　　　(Month, day, year)

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)* ___Student Proficiency (Pass Rate) _X_ Student Growth ___Graduation Rate ___College and Career Readiness
II.	Subject	*(Select One)* ___Math __X_ English/Language Arts ___English 10 ___Algebra I
III.	Grade(s)	7th and 8th
IV.	Subgroup or Improvement Focus	*(Select One)* _X_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)
V.	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%")*	Our combine data of all schools that fed into Dunbar-Pulaski shows that we were 18% away from earning a point in the performance category, therefore an increase of 20% will result in an acquisition of a point in the performance category. We also intend to increase in the overall performance of the bottom 25% category.
VI.	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."*	A primary cause of poor academic performance of students in the area of English/Language Arts is access to computers and funds for computer software that supports instruction. The ELA intervention programs were not adequate to meet the deficiencies the areas of reading and writing.

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)* _X__Math ___ English/Language Arts ___ English 10 ___ Algebra I
IX.	Grade(s)	
X.	Subgroup or Improvement Focus	*(Select One)* _X__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)
XI.	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%")*	Our combined data of all fed into Dunbar-Pulaski shows that we were 12% away from earning a point in the performance category; therefore an increase of 15% will result in an acquisition of a point in the performance category. We also intend to increase in the overall performance of the bottom 25% category.
XII.	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.")*	Teachers were in need of Professional Development which would have given staff a comprehensive grasp of how to effectively track and analyze formative and summative assessment results. A link between data gathered from those assessments, planned instruction and student activities did not consistently align with the learning needs of students.

Root Cause Analysis Priority Area for Improvement – PAI #_3___

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)* _x__Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate _x__College and Career Readiness
XIV.	Subject	*(Select One)* ___Math _x__English/Language Arts ___English 10 ___Algebra I
XV.	Grade(s)	
XVI.	Subgroup or Improvement Focus	*(Select One)* ___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)
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%")*	Our combined data of all fed into Dunbar-Pulaski shows that we were 12% away from earning a point in the performance category; therefore an increase of 15% will result in an acquisition of a point in the performance category. We also intend to increase in the overall performance of the bottom 25% category.
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."*	Teachers were in need of Professional Development which would have given staff a comprehensive grasp of how to effectively track and analyze formative and summative assessment results. A link between data gathered from those assessments, planned instruction and student activities did not consistently align with the learning needs of students.

DATA

Combined ISTEP+ Data for 2013-2014

The Performance Data reflects our current students

Number of students passing – English/Language Arts- (285/676 – 42%)

Mathematics - (324/676 – 48%)

SMART GOALS

Academic Achievement Goals:

1. By May 2015, Dunbar-Pulaski will increase ISTEP+ English/Language Arts passing rate by 20% as measured by the 2014-2015 ISTEP+ results.
2. By May 2015, Dunbar-Pulaski will increase ISTEP+ Mathematics passing rate by 15% as measured by the 2014-2015 ISTEP+ results.
3. BY May 2015, Dunbar-Pulaski will demonstrate proficiency in college and career readiness by 50% as measured by 2014-2015 career readiness interest assessments.

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.

	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 – 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, and 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.
   Vera

	PAI Addressed	**1 2 3**	**Vera Blount, Faye Barnes Administrators**
Use of New Evaluation Instrument	**Description** To ensure continuous improvement of instruction, a new evaluation instrument has been implemented.		
	Evidence • Teacher evaluations • Administrators' logs		
	Indicator - TP(1) • 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). • The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments. • The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.		

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Observe and evaluate each teacher 3 + times a year	Sept. – May,2015	ongoing
Conduct daily walk-throughs	Sept. – May, 2015	ongoing
Conduct pre/post conferences	Sept. – May, 2015	ongoing
Provide interventions for struggling teachers	Oct. – May. 2015	ongoing

	PAI Addressed	1 2 3	Administrators and Leadership Team
Use of Data	**Description –** Comprehensive data is gathered and used to improve climate and instructions.		
	Evidence • Team meeting logs • Data walls • Administrators' logs • Data Binders		
	Indicator –TP(1) • The principal uses data to establish a coherent vision that is understood and supported by the entire school community • The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment • 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).		

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Gather multiple forms of assessment data	Sept. – June, 2015	ongoing
Gather discipline data (attendance, tardiness, referrals, and expulsions)	Sept. – June, 2015	ongoing
Gather staff attendance/tardy data	Sept. – June, 2015	ongoing
Analyze the comprehensive data to drive instruction and improve the learning environment.	Sept. – May, 2015	ongoing

	PAI Addressed	1 2 3	District Resource Person, Administrators, and Teachers
Professional Development	**Description** Professional Development sessions are scheduled for all staff to ensure an increase in the level of rigor and relevance in each classroom.		
	Evidence • Hourly participation logs • Monthly participation logs • Walk through logs • Educational Monitoring Device		
	Indicator – TP(1) • The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity. • The principal communicates high expectations to staff, students and families, and supports students to achieve them.		

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Specific academic and behavioral needs are addressed during planning periods.	Aug.-June, 2015	ongoing
Professional Development is followed-up through monitoring and feedback to ensure learning.	Aug. – Aug., 2015,	ongoing
Administrators encourage staff to use Learning Connection and NWIESC.	Aug. – Aug., 2015	ongoing

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 Administrators, Teachers, Counselors, Case Managers, Social Workers, Resource Teachers, and Community Stakeholders
Behavioral Intervention Plan	**Description** Incorrigible students will be identified. These students who negatively impact instruction will be required to participate in the Behavior Intervention Program.		
	Evidence • Referral and suspension logs • Behavioral Program logs • Survey		
	Indicator – TP(2) • The school community supports a safe, orderly and equitable learning environment. • The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff. • High expectations are communicated to staff, students and families; students are supported to achieve them.		

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Identify incorrigible students	Oct. -May, 2015	ongoing
Contact and conference with parents	Oct.-June, 2015	ongoing
Hire a behavioral specialist	Jan. 2015	In process
Provide strategies for behavioral improvement	Jan. – June, 2014	ongoing

Positive Reinforcement Program	**PAI Addressed**	**1 2 3**	Administrators, Teachers, and Stakeholders
	Description Establish a school environment that supports social, emotional, and learning needs of all students.		
	Evidence • Awards programs • Celebration programs • Honor Roll • Student Incentives • Stakeholders Meeting Logs		
	Indicator- TP(2) • The school community supports a safe, orderly and equitable learning environment. • The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff. • High expectations are communicated to staff, students and families; students are supported to achieve them.		

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Establish a committee to develop a Positive Reinforcement Plan	December, 2014	In process
Provide Professional Development for the staff	February, 2015	In process
Solicit funding from stakeholders and other resources	February, 2015	In process

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**	Teachers, IT-Help, counselors

Technological Enhancements	**Description** Teachers use available technology to actively engage students. Requiring the use of technology in the classroom to improve reading instruction and is routine, transparent and technology supports curricular goals. Supports four key learning components: active engagement participation in groups' frequent interaction and feedback and connection to real world experts. Assist with developing a challenging technological program to address and support college and career readiness for all students.
	Evidence • Standard based lesson plans • Various Types Artifacts (Power Point Presentations, Projects, Displays, and Demonstrations) • Available Technology
	Indicator (TP-3) • Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. • Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Use technology to create standard based lessons	Aug. – June, 2015	ongoing
Provide opportunities for students to use technology to support different learning styles	Aug. – June, 2015	ongoing
Provide training on available technology.	Aug. – June, 2015	ongoing

	PAI Addressed	1 2 3	Administrators and Faculty		
School-wide Project Based Learning	**Description** Create a school-wide PBL activity aligned to State Standards.				
	Evidence • Standards Map per discipline • Displays, Maps, and Projects • Surveys				
	Indicator PT(3) • 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 demonstrate necessary content knowledge				

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Select a theme/issue for project.	Jan. 2015	In process
Create standards maps for project.	Jan.-Feb. 2015	In process
Complete the project.	April 2015	In process
Celebrate completion.	May 2015	In process

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 Common Core Ready State Standards (CCRSS).
b. Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS 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	Administrators, Teachers, Counselors. Leadership team

Integration of State Standards Align with curriculum	**Description** All content area teachers will integrate English/Language and Mathematics State Standards to help increase student achievement. Teachers will use appropriate resources and instructional materials that align with the curriculum and support a high level of student learning and career readiness
	Evidence • Standard Based Lesson Plans • Acuity Readiness • STAR Math and STAR Reading • Team Meeting Records • Collect Classroom data • Administrator and leadership team member
	Indicator (TP-4) • The district or school curriculum is aligned with the State Standards. • Teachers and school leaders collect classroom level data to verify that the adopted and aligned State Standards curriculum is the "taught" curriculum. • 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
Share Math and ELA standards across the curriculum.	Dec.- June, 2015	ongoing
Select standards that correlate with other content areas.	Dec. –Jan. 2015	ongoing
Create strategies that will incorporate the standards into their lesson plans.	Dec. - Jan., 2015	ongoing

Double Dose Classes	PAI Addressed	1 2 3	Administrators, Counselors, Double Dose Teachers
	Description Basic skills classes will provide support in the areas of Language Arts, Mathematics and Science. Double dose basic skills classes will provide coordination between the courses and the regular grade –level courses. Staff will review relevant curriculum on annually to ensure student Learning objectives are included.		
	Evidence • Report card grades • Acuity reports • STAR reports • Classroom data reports		

	Indicator PT(4)
	    a. The district or school curriculum is aligned with State Standards.
	    b. Teachers and school leaders collect classroom level data to verify that the adopted and aligned State Standards.
	    c. Instructional materials and resources are aligned to the standards-based curriculum documents.
	    d. 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.		

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Disaggregate data for student placement.	Oct.- March, 2015	ongoing
Schedule students into the Double Dose classes.	Oct.- June, 2015	ongoing
Focus on the weaknesses in ELA and Mathematics.	Oct.-June 2015	ongoing

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.

<table>
<tr><td rowspan="4">Implement district Staff Evaluation tool</td><td>PAI Addressed</td><td>1 2 3</td><td>Administrators</td><td>Vera Blount, Principal; Faye Barnes, Asst. Principal</td></tr>
<tr><td colspan="4">Description- The evaluation instrument provides for comment and feedback to teachers on the full range of roles, responsibilities, and skills of professional teaching including Relations with Parent and Community, Contributing Members of the staff, Performance of Routine Business and Duties and one's Own Professional Growth.   School leadership will provide engagement, systematic and frequent school- wide observations and feedback to ensure compliances with instructional expectations and improving instructions.</td></tr>
<tr><td colspan="4">Evidence
• formal and informal evaluation
• Walk-throughs/observation
• Evaluation records/documents
•</td></tr>
<tr><td colspan="4">Indicator(s) TP(5)
• School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes</td></tr>
</table>

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Administrators responsibilities are organized to ensure that the caseload for each evaluator is reasonable and effective	August 2014-June 2015	On-going
Utilize a culture of continuous improvement designed for growth-oriented adult culture through a combination of formal evaluations and instructional feedback	August 2014-June 2015	On-going
The principal identifies a variety of strategies for supporting and developing under-performing educators.	August 2014-June 2015	On-going

	PAI Addressed	**1 2 3**	**Administrative team**	*Name/Title*
Professional Development	**Descriptions:** Professional Development is structured to meet the varying experience, needs, and content of teachers and administrators. Professional Development provides substantive learning of content and pedagogy through sustained, ongoing experiences.			
	Evidences: Teacher evaluation documents • Professional Development Sign-ins			
	Indicator(s) –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.			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Teachers and administrators collaboratively plan professional development.	August 2014-June 2015	On-going
Provide professional development in a variety of formats (workshops, courses, small team meeting, lesson studies, professional improvement partnerships, and others.)	August 2014-June 2015	On-going
	August 2014-June 2015	On-going

	PAI Addressed	1 2 3	Human Resource, Administrators	*Name/Title*
Recruitment of Highly Qualified Staff	**Description**: The recruitment effort will find candidates who are committed to student learning and view themselves as responsible to the larger school community and profession, as well as the individual classroom.			
	Evidence – Staff vacancy list HR Procedures and policies			
	Indicator(s) – Hiring timelines and processes allow the school to competitively recruit effective teachers.			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Principal and instructional leaders will establish a process to identify staffing needs.	August 2014- August 2015	On-going
Principal and instructional leaders will establish clear selection process that focus on matching staff to specific positions expectations.	August 2014- August 2015	On-going
School/School Corp. has recruit selection (demo lesson, formal interviews, student panel interview, and other stakeholders.)	August 2014- August 2015	On-going

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:
   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.

	PAI Addressed	1 2 3	Administrators, Teachers and Counselors, leadership team
Implement School-wide Effective Use of Data To drive student learning	**Description** Implement a monthly school-wide disaggregate and analyze data session from various assessments to drive and improve teaching and learning instructions.		
	Evidence TP (6) • Data walls • Data Binders, acuity, ISTEP+ reports • Interdisciplinary Team Logs • Learning Connection and SunGard access reports		
	Indicator • 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 aligned state standards that include 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
Provide data Usage Professional Development session for all staff	Sept-June 2015	On going
Disaggregate ISTEP data	Oct-June 2015	On going
Disaggregate STAR data	Oct-June 2015	On going
Disaggregate Acuity Readiness data		

PAI Addressed	1 2 3	Driver	*Name/Title*

Professional Development	Professional Development provided to all staff to increase staff knowledge of data usage. Professional Development will be offered based on the results of analyzed student and walk through data
	Evidence – TP (6) PD agenda
	Indicator(s) – 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

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.

Effective use of the Master Schedule	PAI Addressed	1 2 3	Teachers, Counselors, Administrative team, SunGard software	*Name/Title*

Description: The schedule offer flexibility to support targeted interventions and increased learning time. Provide for common planning for grade level teams allowing vertical and horizontal collaboration to review standards and benchmarks and discuss effective instructional strategies, Therefore, providing a vehicle for professional learning communities during the day, before school and afterschool. The master schedule provide core content areas and have sufficient time allocated at a time when learning is best for students.
The master schedule will offer flexibility to support and target college and career readiness courses.

Evidence – Building master Schedule
        Intervention courses
         Teacher recommendations
          Student interest surveys

Indicator(s) The master schedule is clearly designed and structured to meet the needs of all students.
         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.

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
Building the master schedule		
Scheduled students in level appropriate classes and maximizes instructional time.		
Prepare for distribution before the first day of school		

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.

Strong Community, Family and Stakeholders involvement	PAI Addressed	1 2 3	Administrators, parent Assistance, stakeholders, Social Workers, Counselors, Nurse	*Youth Service Leaders Parent Assistances: Debra Johnson, Catherine Dawson*
	Description: Stakeholders, Family and Community will provide academic, technical, social, emotional and behavioral support. Families engaged in school decision making, related activities, information regarding students' progress in order to increase student learning for all. Provide effective			

	Evidence – School climate surveys Report card pick- up sign-ins
	              Student/parent handbook list of family and community stakeholders
	              Meet and greet meeting list of family and community engagement activities
	              PTSA/PTO
	              Parent Assistance records			

	Indicator(s) – **TP (8)** 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. 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.			

Action Steps – Provide specific action steps to implement the intervention	Target Date	Status
On-going collaboration meeting with parent assistance and stakeholders	September 2014-September 2015	On-going
Include parent on various committees (SIP), Advisory Counsel	September 2014-September 2015	On-going
Plan and implement effective parental activities.	September 2014-September 2015	On-going

Student Achievement Plan
SCHOOL: Dunbar Pulaski Middle School
DISTRICT: Gary Community School Corporation
Leadership Team
2014--2015
DATE: June 25, 2014

Student Achievement Plan (SAP)

8 TURNAROUND PRINCIPLES	TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE
#1: SCHOOL LEADERSHIP	Vera Blount, Faye Barnes
#2: SCHOOL CLIMATE AND CULTURE	**Vera Blount, Faye Barnes Dwight Pointer Earl Smith III**
#3: EFFECTIVE INSTRUCTION	**Vera Blount, Faye Barnes**
#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM	**Vera Blount, Faye Barnes Evelyn Cain, Melvina Smith Saundra Starling, Debra Thomas, Betty Baker, Patricia Davis**
#5: EFFECTIVE STAFFING PRACTICES	**Vera Blount, Faye Barnes**
#6: ENABLING THE EFFECTIVE USE OF DATA	**Vera Blount, Faye Barnes Melvina Smith Debra Thomas**
#7: EFFECTIVE USE OF TIME	**Vera Blount, Faye Barnes Edwina Hord, Joseph Blackwell**
#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT	**Catherine Dawson Debra Johnson Dwight Pointer**

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.