George Washington Community High School, Indianapolis Public Schools

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

Monthly Performance Report for Schools, Lead Partners and TSO

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

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

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

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

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

Readiness to Learn

George Washington Community High School, Indianapolis Public Schools

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

Readiness to Teach

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

Readiness to Act

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

Directions for Report Completion and Submission Expectations:

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

Core Question 1: Is the educational program a success?
This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication "performance indicators." The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

Core Question 2: Is the school providing appropriate conditions for success?
Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___" within column 1 if this is exists.

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

George Washington Community High School, Indianapolis Public Schools

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

Core Question 4: Is the organization in sound fiscal health?
To be answered by TSO partners only

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

George Washington Community High School, Indianapolis Public Schools

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

George Washington Community High School, Indianapolis Public Schools

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

George Washington Community High School, Indianapolis Public Schools

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

George Washington Community High School, Indianapolis Public Schools

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

George Washington Community High School, Indianapolis Public Schools

					after school tutoring. Begins 1/21/14. Regrouping HS SUCCESS periods based on ECA passing results. Regrouping MS SUCCESS periods based on Acuity results. Created a new English 12 class with ECA ELA re-testers, extending the period by 30 minutes. Assigned 2 master teachers to the class of 15 to deliver English 12 curriculum, spiraling ECA areas of deficit. Middle School and High School SUCCESS interventions have been regrouped based on acuity data.	
Goal 2 **Instructional Leadership Development:**		**ELA ECA Results:** 1st TimeTesters 2010-13	**2013 ELA ECA Results:** 1st Time Testers – 39%	Using a Growth Model: 2014 ELA ECA Target:	•Leadership Coaching •Instructional Leadership Team	**Readiness to Learn:** 1. Strong Instructional

George Washington Community High School, Indianapolis Public Schools

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

George Washington Community High School, Indianapolis Public Schools

		28% Proficient 7% Advanced 8th Grade BOY – 25% Below Basic 60% Basic 8% Proficient 8% Advanced 8th Grade EOY – 24% Below Basic 56% Basic 14% Proficient 7% Advanced	8th Grade: 31% Below Basic 35% Basic 29% Proficient 5% Advanced	8th Grade: 20% Below Basic 30% Basic 40% Proficient 10% Advanced	lesson design, student work, implementation of the literacy initiative, bell-to-bell instruction, student data (8 Step) •Intentional leadership development for faculty Ongoing PD for Acuity training on 1/31/14 by district facilitator Teachers participated in DOE Acuity Training. Teachers continue to participate in "Teach Like a Champion" PD. New teachers continue to participate in the new teacher mentoring program.	
Goal 3 **Intentional Data Disaggregation Process that Informs Instruction – 8 Step**		**ELA ECA Results:** 1st TimeTesters 2010-13 48% Pass 2010-11	**2013 ELA ECA Results:** 1st Time Testers – 39% pass	Using a Growth Model: 2014 ELA ECA Target: 1st Time Testers –	•An on-going assessment program that informs instructional	Readiness to Learn: 1. Strong Instructional Program

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

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		7% Advanced **8th Grade BOY –** **25% Below Basic** **60% Basic** **8% Proficient** **8% Advanced** **8th Grade EOY –** **24% Below Basic** **56% Basic** **14% Proficient** **7% Advanced**	**8th Grade:** **31% Below Basic** **35% Basic** **29% Proficient** **5% Advanced**	**8th Grade:** **20% Below Basic** **30% Basic** **40% Proficient** **10% Advanced**	**achievements of mastery – ongoing as a part of the 8 Step Program, materials available online** ***Language Lab students are currently receiving special interventions based on their reading level. Students are given FastForward, Achieve 3000, and teacher led interventions based on their Lexile on SRI** **•Principal led data discussions with faculty – met with staff on 10/23/13 to discuss 8 Step and priorities for student achievement** **•All students are provided with their own data and data talks occur –with teachers on 10/28/13 in**	

George Washington Community High School, Indianapolis Public Schools

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

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

George Washington Community High School, Indianapolis Public Schools

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

George Washington Community High School, Indianapolis Public Schools

					teachers to identify progress and needed supports. SUCCESS Teacher Leaders continue to meet and support non-ELA/Math teachers.	

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

	Date	Comments	Challenges	Successes	Next steps	**Turnaround Principle Alignment**
Student Enrollment*	<table><tr><th></th><th>2014 March Enroll by Grade</th><th>2014 March Enroll % by Grade</th></tr><tr><td>7th</td><td>303</td><td>26%</td></tr><tr><td>8th</td><td>271</td><td>24%</td></tr><tr><td>9th</td><td>215</td><td>19%</td></tr><tr><td>10th</td><td>146</td><td>13%</td></tr><tr><td>11th</td><td>105</td><td>9%</td></tr><tr><td>12th</td><td>108</td><td>9%</td></tr><tr><td>Total</td><td>1148</td><td></td></tr></table> <table><tr><th></th><th>2012-13 MS Enroll By Ethnicity</th><th>2012-13 HS Enroll By Ethnicity</th></tr><tr><td>American Indian</td><td>2</td><td>2</td></tr><tr><td>Black</td><td>264</td><td>210</td></tr><tr><td>Asian</td><td>0</td><td>0</td></tr><tr><td>Hispanic</td><td>140</td><td>181</td></tr><tr><td>White</td><td>107</td><td>155</td></tr><tr><td>Multiracial</td><td>27</td><td>25</td></tr></table> <table><tr><th>2012-2013 Enroll by Ethnicity</th><th>2012-2013 Enroll % by Ethnicity</th></tr></table>		School take over has increased our number of special education, free/reduced lunch and ESL students School take over has increased our population by about 200 students or 18% for the past two years	Increase in Administrative Transfers due to parents wanting their students to attend GWCHS Increase in numbers of students who choose to attend GWCHS instead of their assigned take over school	Increase after school opportunities working with community partners Increase community supports and activities to promote academic achievement and post-secondary experiences and opportunities Increase AP and Dual Credit Opportunities New Teach Magnet – currently recruiting for 2014-2015 school year at district magnet fairs on 10/23/13 and 10/26/13 Open House at the school on 11/7/13 Ongoing	**Readiness to Learn:** **2. School environment** **3. Supportive school culture** **4. Family and Community involvement**

George Washington Community High School, Indianapolis Public Schools

						recruitment for 2014-2015 school year.	

American Indian	4	.05%
Black	474	43%
Asian	0	0%
Hispanic	321	28%
White	263	24%
Multiracial	52	5%

	2012-13 MS Enroll By SES	2012-13 HS Enroll By SES
Free Meals	409	395
Reduced Price Meals	11	16
Paid Meals	79	127

	2012-2013 Enroll by SES	2012-2013 Enroll % by SES
Free Meals	804	78%
Reduced Price Meals	27	3%
Paid Meals	206	20%

George Washington Community High School, Indianapolis Public Schools

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr>
<td>Student Attendance*</td>
<td>Student Attendance as of 3/26/14
<table>
<tr><th>Grade</th><th>Percent</th></tr>
<tr><td>7th</td><td>93.41</td></tr>
<tr><td>8th</td><td>93.71</td></tr>
<tr><td>9th</td><td>92.12</td></tr>
<tr><td>10th</td><td>93.05</td></tr>
<tr><td>11th</td><td>92.54</td></tr>
<tr><td>12th</td><td>96.14</td></tr>
</table>
Student attendance as of 3/26/2014

Grades 9-12: 93.76%
Grades 7-8: 93.58%</td>
<td>• Withdrawals:
• Dropouts:
• Other (explain):</td>
<td>Elimination of SIG funding means a loss of funding for student attendance incentives

Take over and Charter schools have impacted the stability of our student population with an increase of students transferring in and out of the school</td>
<td>Over 200 students attended each building Intercession and Summer School with 95% or better attendance</td>
<td>Celebrate perfect attendance at grade level meetings

Development of Attendance Committee with focus on close monitoring of student absences
Attendance committee meetings on Thursdays
12/5/2013 attendance committee meeting found “at-risk” students based on attendance. Social workers will</td>
<td>Readiness to Learn:
2. School environment
3. Supportive school culture
4. Family and Community involvement</td>
</tr>
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<tr>
<td></td>
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<td>follow-up with home visits. Identified students below 90% attendance and sent letter home to notify parents of consequences for poor attendance.</td>
<td></td>
</tr>
<tr>
<td>Student Suspensions *</td>
<td>Discipline Incidents
<table><tr><td>Suspension days</td><td></td></tr><tr><td>7th grade</td><td>131</td></tr><tr><td>8th grade</td><td>99</td></tr><tr><td>9th grade</td><td>50</td></tr><tr><td>10th grade</td><td>36</td></tr><tr><td>11th grade</td><td>11</td></tr><tr><td>12th grade</td><td>30</td></tr></table></td>
<td>• Behavior:
• Drugs:
• Attendance:
• Other (explain):</td>
<td>Increase in student population from outside of the GWCHS community

Turnover of Administrative Team</td>
<td>In-House Off Campus Instruction program

Community service opportunities through community partners</td>
<td>Work with community partners to develop alternative to suspension strategies and character education interventions

Implement an in-school suspension placement for Spec. Ed.

Better utilize the Compliance Monitor to</td>
<td>Readiness to Learn:
2. School environment
3. Supportive school culture
4. Family and Community involvement</td>
</tr>
</table>

George Washington Community High School, Indianapolis Public Schools

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

George Washington Community High School, Indianapolis Public Schools

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

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

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

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

George Washington Community High School, Indianapolis Public Schools

					needs/solutions /celebrations Currently working with IUPUI to implement a Climate Audit including a survey and focus groups to develop an Action Plan Implementation of Climate Audit – survey from community partners, staff complete. Student focus groups conducted. Results of Climate Audit have been shared with teachers and community members. Actions steps to be presented next month. New Teacher	

George Washington Community High School, Indianapolis Public Schools

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

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

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					Teachers continue to read TLC chapter 4. Teachers have Jigsawed the strategies and then share with their PLC group	
Administrative Support of Instruction Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation	2012-2013 School year	Administrative Coaching throughout the year during the student day for 9 hours per week or 22% of the week. Administrators completed Evaluations/Observations /Conferencing/Lesson Plan feedback with staff – **Formal:** at an average of 10 hours a semester per teacher, with each administrator supervising an average of 15 licensed staff members for an average total of 150 hours per semester **Informal/Walkthrough:** An average of 3 hours a semester per teacher, with each administrator supervising an average of 15 licensed staff members for an average of 45 hours per semester	Time management to complete RISE evaluation requirements New Administrative team Elimination of SIG funding will result in loss of administrative coaching Fewer administrators equals more staff to monitor and evaluate for remaining administrators Increase in student population	Assistant Principals were selected, not assigned All administrators are trained and well-versed on the RISE process and the administrative team calibrates scores and expectations	Continue with district PD for administrators Participate in Scholastic U online PD Assigning unit on raising the level of instruction at staff mtg 11/20/13 *Professional Development via Scholastic U: "Bridging ALL Students to College and Career Readiness, 6-12" Assigned 12/3/2013 Middle school PD for assistant principal Monthly TNTP	Readiness to Learn 1. Strong instructional program 2. School environment Readiness to Teach 5. Effective teaching and instruction 6. Data informed instruction Readiness to Act 8.Strong leadership 9.Time

George Washington Community High School, Indianapolis Public Schools

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