Monthly Performance Report for Schools, Lead Partners and TSO

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

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

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

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

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

Readiness to Learn

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

Readiness to Teach

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

Readiness to Act

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

Directions for Report Completion and Submission Expectations:

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

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

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

Core Questions 3: Is the organization effective and well run?
Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___" within column 1 if this is exists.

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

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: Continue School-Wide PD to Improve Instruction and Implementation of high impact literacy strategies	**Delivery of Professional Learning Activities each Wednesday through PLCs**	School 2x per month Scholastic 2x per month	4 times per month		5
	Achieve 1 point increase on average on teacher implementing targeted instructional Strategies (4 pt. rubric)	To be administered early October	1.0 Increase	In classroom coaching and modeling of high impact strategies, administration of baseline	
	Achieve 25 point increase (pre-post test score) on average for online learning course	To be delivered Oct. 1	Increase of 25 points	Monitor SU usage. SU reflections built into PD days (2x)	
Goal 2: Provide academic interventions for students in math and reading	Read 180: A. Achieve 15 minutes of average software usage per student per day (this number represents the average daily time a student spends on instructional software and is the target amount of time that students should be on software in the READ 180 blended learning model)	15 minutes per day	15 minutes per day	Work with Intervention teachers to monitor data Dashboards and check student usage.	1, 6, 7, 9

	B. Achieve 85% of students who grow Lexile level 50 points or greater	2012-2013 EOY data: 70% students made gains of 50 Lexiles or greater	85% of students will grow 50 Lexile points or greater		
	C. Achieve "proficient" levels of implementation fidelity for all teachers participating in project as measured by the Scholastic Implementation Fidelity Reporting System for READ 180 (IFRS)	2012-2013 EOY data: 80 % proficient	Achieve 'Proficient" levels of implementation in all Read 180 classrooms		
	Math 180 Achieve 85% of students who grow Quantile level 50 points or greater	Implementation start-up targeted for October	Achieve 85% of students who grow Quantile level 50 points or greater	Initiate implementation in October	
Goal 3: Deepen Building-wide Leadership Capacity	Development of school wide PLCs driven by the Instructional Leadership Team	N/A	ILT meets 2x per month Facilitate 4 PLCs each month	PLCs begun, continue schedule	2, 3, 5, 8
	Achieve 100% completion of all Individual Growth Plans for Teacher Leaders	0%	100% ILT members to have individualized growth plan 100% of ILT members will have implemented IGP	Complete growth plans for all participants	
	Using data to set targets for sub groups, placement in Success Period, interventions	0%	Sub Groups: Success: Student Placement 100% by August	Complete student placement	

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*	9/24	Disaggregated Enrollment Data by Grade Levels 6th = 110 7th = 200 8th = 149 9th = 162 10th = 138 11th = 132 12th = 107 SpecEd = 21 TOTAL = 1019	Enrollment fluctuations 1010 – 1014 – 1019. Magnet policy changes were modified requiring accommodation for more students.	BRMHS Magnet Fair Recruitment Success. Project Outreach to parents involving Social Workers and Parent Liaisons. Pre-Registration Kick-off for parents at BRMHS. Targeted recruitment strategy by Magnet Coordinator in elementary and middle schools.	Continuous Monitoring and Support	2, 3, 4, 9
Student Attendance*	9/24	• Withdrawals: • Dropouts: • Other (explain):	Withdrawals = 49 (Based on relocation to another city and/or no-shows) Dropouts = 0	Reach Out Initiative to parents by teachers; social workers (home visits) and parent liaisons support. Student Resources provided where needed. High-Interest, diverse classes offered to students. Encourage peer-to-peer support within programs of study.	Continuous Monitoring and Support	2, 3, 4, 9

	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Student Suspensions*	9/24	• Behavior: (18) • Drugs: (1) • Attendance: (0) • Other (explain): • Battery (1) Disaggregated Data Gender: 11 boy; 9 female Caucasian: 0 African-American: 17 Hispanic: 2 Biracial: 1	New students are becoming acclimated to the new policy and procedures of a magnet school. Most of the discipline infractions were a failure to comply with classroom teacher.	Administrators have been placed on each floor to establish presence. No students have been sent to the district adjudicator.	Continue working with teachers on classroom management and conduct referrals through professional development.	2, 3, 4, 9
Student Expulsions*	9/24	• Behavior: (4) • Drugs: (0) • Attendance: (0) • Other (explain): • Weapons: (4) Disaggregated Data Gender: 1 boy; 7 female Caucasian: 2 African-American: 4 Hispanic: 2 •	Greater need for student early identification for social services. Current social service resources can be further enhanced.	Implementation of random searches net weapons before harm could be done. Principal, Assistant Principals and Dean of Students established high expectations for appropriate behavior.	Bullying Task Force Team Implemented and Ongoing Numerous class meetings with students to discuss discipline procedures.	2, 3, 4, 9

Core Question 3: Is the organization effective and well-run? *Common School Indicators						
	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment

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

Staff Attendance	9/24	Total Staff: 130 Attendance Range: 80-90%	Lack of substitute teacher availability through IPS. Subs are often unfamiliar with subject-matter presented in lesson plans; ie….music composition, physics, etc.	Recognition Certificates Acknowledgement from leadership. End-of-year celebrations for various attendance levels which may include stipends. Teacher of the Week	Consider a full-time, permanent building sub. Videotaped lesson plans for class review that can be facilitated by substitute teacher.	2, 3, 4, 9
Staff Retention	9/24	• New Hires: • Resignations: • Terminations:	NH = 8 Res/Term = 19 Amounts are inclusive of staff that has been relocated to other IPS schools based on district modifications and are approximate.	Provisions for critical staff personnel were met utilizing funds in the Turnaround Grant. BRMHS continues to be one of the most desirable schools within the IPS school district to work.	Continual Support of Resources Anticipated	2, 3, 4, 9
Professional Development Opportunities	**9/24**	• Target Audience: All faculty • Staff Participation %: 100%			All faculty participates in weekly PD sessions led by building Instructional Coach and SAP	2, 3, 4, 5, 9
Administrative Support of Instruction **Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation**	**9/24**	Admin team to conduct 15 classroom observations/walk-thrus per week. Collect data on strategies used. Collaborate with Instructional Coaches (building and SAP) to support teachers.			Continue to collect data from walk-through/observations.	

Core Question 4: Is the organization in sound fiscal health? TSO operators only						
	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Enrollment Variance						
February Count Day Enrollment Variance						
Financial Audit Findings						