



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

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 through 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

Indianapolis Public Schools
 John Marshall Community High School
 September, 2013

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 Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel		1a. Data will be gathered regarding the perceived effectiveness of overall school operations in multiple areas including enrollment, the master schedule, student attendance, substitute teachers, classroom supplies, textbooks, teachers' guides, technology, room keys, copies, school calendar, discipline, communication, and clarity of roles and responsibilities.	Survey was administered to school personnel utilizing Survey Monkey the week of August 5, 2013. Results attached.	Increase the effectiveness of school operations with emphasis on student learning.	Re-administer survey at the beginning of second nine weeks.	<u>Turnaround Principle #1:</u> Provide strong leadership.

<p>Goal 1 (Continued) Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel</p>		<p>1b. The ILT and administrative team will identify strategies and responsible parties to improve specific and prioritized school operations based on each quarter’s survey results and distribute these to staff within the first four weeks of each quarter along with the results of the previous quarter’s plan.</p>	<p>Compare the first results to the second administration to develop strategies on school operations.</p>	<p>The Administration selected: Question 11 – How often did you schedule your class to work with computers on wheels (COW), as a target area. First Administration response was: Never- 46.88% Quarterly- 25% Monthly- 9.38% Bi-Weekly- 6.25% Weekly- 12.50% Question 12 - How often did you schedule your class to work with Ipad, as a target area. First Administration response was: Never-78% Quarterly-6.25% Monthly-3.13% Bi-weekly-0% Weekly-12.50% Strategy was developed to improve above responses. Teachers received the opportunity to complete an application for use of an Ipad cart for the semester. Teachers were to explain how the use of the carts would impact student achievement in their classrooms. Data will be reviewed at the end of the semester.</p>	<p>Results from the second survey will be compared to the first. Special attention will be given to results to question 11 and 12. Administrative Team and Instructional Leadership Team will review data, and selection area to emphasize for the next 9 weeks.</p>	<p><u>Turnaround Principle #1:</u> Provide strong leadership.</p>
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<p>Goal 1 (Continued) Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel</p>		<p>1c. Principal will persist in reframing the existing perceptions, expectations and execution of administrative and ILT meetings to strengthen their focus on school goals and more effectively use the distributed leadership model.</p>	<p>Meetings were random during the 2012-2013 school year.</p>	<p>Administrative Meetings will take place every Thursday of the month, afterschool, when school is in session.</p> <p>Instructional Leadership Meetings will take place on the 2nd and 4th Wednesday of the month, afterschool, when school is in session. Minutes will be taken.</p>	<p>Calendar out the meetings, create an agenda prior to each meeting. Take minutes at the meetings.</p>	<p><u>Turnaround Principle #1:</u> Provide strong leadership.</p>
<p>Goal 2 A quarterly, comprehensive professional development plan will be developed, implemented and evaluated.</p>		<p>2a. A comprehensive professional development plan for teachers, administrators and others will be collaboratively developed, implemented, and evaluated for each quarter of the school year.</p>	<p>Professional Development in the past 3 years has failed to impact student achievement.</p>	<p>Professional Learning communities are taking place, weekly, on Tuesdays, during the school day presented collaboratively by Coaches and Lead Partner</p> <p>Faculty Meetings have been reorganized, taking place the 1st and 3rd Wednesdays of the month. Professional Development is delivered on high impact strategies that will strength core instruction of all classrooms. Presented by Coaches and Lead Partner.</p>	<p>Administrators will evaluate implementation of strategies as they give feedback during walk-throughs and teacher observations.</p>	<p><u>Turnaround Principle #2:</u> Ensure that teachers are effective and able to improve instruction.</p>

<p>Goal 2 (Continued) A quarterly, comprehensive professional development plan will be developed, implemented and evaluated.</p>		<p>2b. A structure, system and content for new teacher onboarding will be developed and implemented for every new teacher hired to work in the school throughout the year.</p>	<p>New teacher onboarding has been random in past school years.</p>	<p>Lead Partner has and will meet regularly with new teachers throughout school year. -classroom visitation with debriefings. -After school meetings on timely topics. Classroom Management Mid term Grades Parent conferences Electronic systems Instructional Resource</p>	<p>Lead Partner will continue to support new teachers. A notebook of support materials and topics is being developed.</p>	<p><u>Turnaround Principle #2:</u> Ensure that teachers are effective and able to improve instruction.</p>
<p>Goal 2 (Continued) A quarterly, comprehensive professional development plan will be developed, implemented and evaluated.</p>		<p>2c. Administrators will receive support in implementing the teacher evaluation system with fidelity and a sustained focus on improving classroom instruction</p>	<p>Lead partner has completed one short cycle with each of the 4 administrators. After the observation notes are reviewed to build fidelity of observations among 4 administrators.</p>	<p>Lead partner will complete another cycle of observations with the 4 administrators with a debriefing meeting during the long observation process.</p>	<p>Lead partner will complete a short and long cycle observation with each of the 4 JMCHS administrators.</p>	<p><u>Turnaround Principle #2:</u> Ensure that teachers are effective and able to improve instruction.</p>

<p>Goal 3 The Master Schedule will be initially refined and continually monitored to:</p> <ul style="list-style-type: none"> • increase students' opportunities to master ELA content prior to the ELA ECA exam; • increase time for collaborative planning and work among HS ELA and Math, and Middle School, teachers during the school day; • re-locate Middle School students to one common area and minimize their movement throughout the school during the day; • provide opportunities for students to practice technology skills needed to be successful on high-stakes exams • provide highly targeted support for high-stakes exams or graduation outside of regular school hours, and • provide targeted, small-group, sustained support for identified students throughout the school day. 		<p>3a. The first three changes listed to the left will be integrated into the first semester's Master Schedule.</p> <p>Minimal structured progress</p> <p>Minimal structured progress</p> <p>Minimal structured progress.</p>	<p>Master Schedule from the 2012-13 school year.</p>	<p>2013-14 Master Schedule includes the following:</p> <ul style="list-style-type: none"> *Double period, that is back to back for 10th Grade English. *Common planning time for H.S. ELA, Math, and Middle School teachers during the school day. *Middle School students have been relocated to one common area. *Lab course for ECA courses for students not passing the ECA. 		<p><u>Turnaround Principle #3:</u> Redesign the school day, week, or year.</p>
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<p>Goal 3 (Continued) The Master Schedule will be initially refined and continually monitored to:</p> <ul style="list-style-type: none"> · increase students' opportunities to master ELA content prior to the ELA ECA exam; · increase time for collaborative planning and work among HS ELA and Math, and Middle School, teachers during the school day; · re-locate Middle School students to one common area and minimize their movement throughout the school during the day; · provide opportunities for students to practice technology skills needed to be successful on high-stakes exams · provide highly targeted support for high-stakes exams or graduation outside of regular school hours, and · provide targeted, small-group, sustained support for identified students throughout the school day. 		<p>3b. Systems will be established and implemented to continually monitor and refine the design of the school day – or master schedule – as needed throughout the school year to maintain balance and optimal instructional.</p>	<p>2013-14 Master Schedule.</p>	<p>As of 9-20-13 the Master Schedule has been adjusted to address student needs: *7th and 8th Gr. Reading classes have been re-organized to reflect SRI reading level groups. *Students not passing the ECA courses have and continue to be moved in to Lab courses for intervention.</p>	<p>Continue to monitor enrollment information to quickly move students into classes needed for graduation.</p>	
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<p>Goal 4 ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content</p>		<p>4a. A semester schedule and agenda for collaborative planning and work sessions among ELA and Math teachers. Agendas must include understanding WHAT must be taught, how this learning will be measured, high-impact instructional strategies, reviews of student work and plans for students who are not mastering content.</p>	<p>Limited process utilized during the 2012-13 school year.</p>	<p>ELA and Math Teachers have common planning time during the school day. The teachers also participate in weekly a PLC on Tuesdays during the school day. On the first and third Wednesday of the month teachers participate in profession development on high impact strategies to strengthen core instruction.</p>	<p>MS Reading and Math Teachers, H.S. ELA and Alg. I Teachers, coaches and Lead Partner are developing weekly bell ringer lessons with a Friday Formative Assessment focused on standards. Lessons began in the MS classroom on Monday, September 23, 2013. Lessons will begin in HS classroom on Monday, September 28, 2013. Data will be analyzed each week to adjust instruction. Standards have been calendared out through December. Success Lesson plan for MS classes are being developed during Intersession by Coaches, Teachers and Lead Partner. developed for second semester.</p>	<p><u>Turnaround Principle #4:</u> Strengthen the school's instructional program based on student needs.</p>
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<p>Goal 4 (Continued) ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content</p>		<p>4b. Establish and implement an authentic, helpful system for reviewing and providing regular feedback to Math and ELA teachers. Establish and implement an authentic, helpful system for reviewing and providing regular feedback to Math and ELA teachers in regard to lesson plans and evaluation of student work, regard to lesson plans and evaluation of student work.</p>	<p>Limited formalized system during the 2012-13 school year.</p>	<p>Each of the four JMCHS Administrators review weekly lesson plans and provide feedback to staff members.</p>	<p>JMCHS will further formalize their review of lesson plans by requiring work samples from students during weekly reviews.</p>	<p><u>Turnaround Principle #4:</u> Strengthen the school's instructional program based on student needs.</p>
<p>Goal 4 (Continued) ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content</p>		<p>4c. Provide professional development on high-impact teaching strategies for critical skills in collaboration with JMCHS coaches, department or grade level chairs, including the modeling of instructional strategies in teachers' classrooms.</p>	<p>Limited professional development during the 2012-13 school year.</p>	<p>Faculty Meetings have been reorganized to include fifty minutes of Professional Development that will be focused on high impact strategies that will strength core instruction. Faculty Meetings will take place on the first and third Wednesday of the month.</p>	<p>The first Professional Development will take place on October 2, 2013. It will be presented collaboratively by the Reading Coach and Lead Partner. A detailed calendar will be developed reflecting the dates and topics between Oct. and December. A draft calendar will be developed for second semester.</p>	<p><u>Turnaround Principle #4:</u> Strengthen the school's instructional program based on student needs.</p>

<p>Goal 4 (Continued) ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content</p>		<p>4d. Research, collaborate with teachers, and finalize an evidence-based recommendation for additional reading intervention resources prior to award of this grant.</p>	<p>Minimal structured progress.</p>	<p>Research, collaborate with teachers, and finalize an evidence-based recommendation for additional reading intervention resources.</p>	<p>Place this item on the ILT agenda to begin the work.</p>	<p><u>Turnaround Principle #4:</u> Strengthen the school's instructional program based on student needs.</p>
<p>Goal 5 The responsibility for leading the organization, analysis and application of ongoing student data (summative and formative assessments, attendance and discipline) will transition from Lead Partner to JMCHS administrators, and teacher leaders effective the 2nd semester</p>		<p>5a. Lead Partner and JMCHS personnel will work collaboratively to organize, analyze, and apply spring and summer 2013 data, as well as first semester information, to instructional planning and services provided for students.</p>	<p>*Istep data arrived in district mid-September. *M.S. Acuity completed week of September 16th. *H.S. Acuity will be completed last week of September.</p>	<p>Increase the number of students demonstrating progress when comparing Acuity A to Acuity B. See Attached.</p>	<p>Standards calendared, lesson plans developed and formative assessments for bellringers, data will be analyzed weekly to adjust instruction in all Reading, Math, Alg.I Eng. 10 classes.</p>	<p><u>Turnaround Principle #5:</u> Use data to inform instruction and for continuous improvement</p>
<p>Goal 6 Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.</p>		<p>6a. Clarify and post school-wide routines, procedures and expectations related to both operations and discipline for all within their first week at school.</p>	<p>PBSI routines and procedures have been developed and post.</p>	<p>Communicate PBSI selection of focus areas for improvement and data collection process.</p>	<p>Collect data on focus area. Share data with faculty utilizing time in faculty meetings.</p>	<p><u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.</p>

<p>Goal 6 (Continued) Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.</p>		<p>6b. Establish, publish and monitor the “behind-the-scenes” systems needed to uphold and reinforce discipline expectations and consequences as communicated to students.</p>	<p>Written materials are in development stages. Student assemblies have taken place. *Seventh grade 8/6/13, *Eighth grade 8/7/13, *High School 8/8/13 and 8/9/13. *Seventh and eighth grade have assemblies every other Friday during Success.</p> <p>Source-JMCHS Administration</p>	<p>Accurately track discipline referrals. To use real time data to develop solutions regarding student behavior.</p>	<p>Provide written expectation to disciplinarians on process to follow in regards to discipline referral process.</p>	<p><u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.</p>
<p>Goal 6 (Continued) Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.</p>		<p>6c. Identify and schedule social, life and school-related skills to be taught during SUCCESS periods in alignment with the natural rhythm of the school year.</p>	<p>Minimal structured progress.</p>	<p>Deliver social skills curriculum to students during Success period.</p>	<p>Organize a committee to research and select a social skills curriculum.</p>	<p><u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.</p>
<p>Goal 6 (Continued) Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.</p>		<p>6d. Student Assistant Team (SAT) will meet weekly to develop and review in-depth interventions for chronically absent or other high-need students. Protocols and strategies will build from those taught last year by Dr. Howard Knoff, Project Achieve.</p>	<p>Members have been selected for the SAT Team. One meeting has taken place. Team will meet weekly.</p>	<p>Assist targeted students improve attendance. Along with other high-need students.</p>	<p>Minutes from the meeting will be kept. A spreadsheet will be utilized to track students’ interventions and successes. *Team meets every Thursday, 9:30-10:30.</p>	<p><u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.</p>

<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7a.The website will be updated monthly to include all relevant information including graduation requirements, school calendar information (including dates for high-stakes exams, holidays, report cards, athletic, ROTC, and musical events), faculty and staff names, enrollment procedures, etc.</p>	<p>Minimal structured progress on website. School calendar is in place with Lead partner completing.</p>	<p>Increase the level of communication at JMCHS by posting 2 monthly calendars throughout the school year.</p>	<p>Continue to communicate with staff that school events must be posted on the school wide calendar before the event takes place. Reference dates from calendar in the Principal's weekly update.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>
<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7b. Appropriate signage will continue to be maintained outside and inside of the building to provide user-friendly information and contribute to the sense of proactive customer service.</p>	<p>Bell Schedule is posted, PBIS signage posted. Graduation requirements and maps from 2012-13 are in use.</p>	<p>Administrators sweep hallways regularly to remove old materials.</p>	<p>Post names first nine week honor recipients. Post picture and names of class officers and student council members.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>
<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7c. Proactive and positive communication will be made to parents of 30 high-need students during the first three weeks of the school year.</p>	<p>Minimal structured progress.</p>	<p>Communicate in a proactive and positive way with parents of high need students.</p>	<p>Document positive communication with the parents of 30 high need Students.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>

<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7d. Parents of “Missing” students who have not shown up for school within the first three days will be personally notified and plans for 2013-2014 confirmed for that student.</p>	<p>8 member committee formed second day of school. Students divided up among members. Families were personally notified to confirm plans of students.</p>	<p>Contact was/continues to be made with “missing” students.</p>	<p>Attendance team meets weekly. Follow up home visits and letters have been sent to chronically absent students. Team may refer students to SAT for additional resources.</p> <p>Source – JMCHS Administration.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>
<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7e. Quarterly graduation information sessions will be facilitated for Seniors and their parents.</p>	<p>Spreadsheet developed by Lead Partner to track progress of students in the 2014 Graduation Cohort.</p>	<p>Review every student on the senior list to ensure students are meeting graduation requirements.</p>	<p>Conduct quarterly graduation information session with students and their parents.</p> <p>AP in charge of 2014 Cohort, working with Student Assistance Team, verify students needing ECA are in correct courses. Conduct quarterly graduation information session.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>

<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7f. Quarterly graduation information sessions will be facilitated for 2015 Cohort Student and their parents.</p>	<p>September 18, 2013, counselors held first senior parent meeting. The parents of 40 students attended.</p> <p>Source- JMCHS Administration</p>	<p>2014 Cohort students.</p>	<p>Organize data to conduct quarterly graduation information session for 2015 cohort students and their parents.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>
<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7g. Establish relationships with two additional community partners who can begin supporting students' opportunities to increase their career or college readiness beginning with the 2nd semester, for example, online dual credit opportunities.</p>	<p>Principal is attending the Far Eastside Action Coalition. The group is developing a plan to partner with their Clean for Green program. Which provides employment and mentoring to students.</p> <p>Source –JMCHS Principals</p>	<p>Arrange meeting with District staff to gain information on ways to increase career or college readiness opportunities at JMCHS</p>	<p>Create a committee, hold meeting with appropriate district staff. Take next step as directed by District staff.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>
<p>Goal 7 (Continued) Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>		<p>7h. A JMCHS Community Action Team, including all interested community partners and parent leadership, will meet quarterly to review school and community strengths and needs and determine appropriate next steps to best support the school and community.</p>	<p>Parent liaison held community council meetings last during the 2012-13 school year.</p>	<p>Interested community partners and parent leadership.</p>	<p>Organize Community Action Team</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>
<p>Goal 8</p>						
<p>Goal 9</p>						
<p>Goal 10</p>						

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*	As of 9-20-13	<p>Currently there are 973 students enrolled at JMCHS.</p> <p>*8-13-13 – 1,175 students actively enrolled.</p> <p>*There are 282 students who were enrolled on August 13th who are no longer enrolled.</p> <p>*There are 80 students who were NOT shown as enrolled on August 13th but are now currently enrolled.</p> <p>*These numbers match the current enrollment of 973 (1,175 - 282 = 893; 893 + 80 = 973).</p> <p>Source – Lead Partner utilizing IPS system.</p>	Contacting families to verify student enrollment information continues to be a challenge.	8 member Committee formed first week of school to address students that did not show up for school. Members were assigned students to contact. Process has been reported at each meeting.	*Merge “No Show” committee with the Student Assistance Team to continue focusing on student enrollment. *Involve social workers in the process.	1
Student Attendance*	As of 9-20-13	<p>Percent was calculated from the beginning of the school year to 9-20-13.</p> <p>Gr. 7 - 96.85%</p> <p>Gr. 8 - 96.56%</p> <p>Gr. 9 - 93.77%</p> <p>Gr. 10 – 94.56%</p> <p>Gr. 11 – 93.29%</p> <p>Gr. 12 – 96.11%</p> <p>Source –JMCHS Principal utilizing IPS system. Percent does not include suspensions.</p>	Student attendance is negatively impacted by student Discipline. Student attendance percent is impacted by student mobility.	Student Assistance Team has been reinstated at JMCHS. This team meets weekly.	Student Assistance Team has a reoccurring agenda item on student attendance. Strategies are developed to assist individual students.	1

Student Suspensions*	As of 9-20-13	<p>There have been 722 suspension days. Please see attached suspension document.</p>	<p>*JMCHS continues to develop strategies to communicate with parents. *Develop alternative consequences to suspension.</p>	<p>*Reorganization of the Discipline referral process. Three administrators are working with students versus one Dean. *PBIS has begun at JMCHS. *automated spreadsheet of daily disciplines provides real time data to staff.</p>	<p>*Strength PBIS participation with all staff members. *Share discipline data with staff to implement school wide strategies. *Utilize alternative consequences to behavior to avoid suspending a student when possible. * Begin Discipline Behavior Team to support students with chronic misbehavior. *Refer appropriate students to the Student Assistance Team.</p>	
Student Expulsions*	As of 9-20-13	<p>There have been two expulsions from JMCHS, both for drugs. One African American male and one African American female.</p> <p>Source – JMCHS Administration</p>	When students are placed at an alternate site, their test scores continue to impact JMCHS	The number of expulsions was under 5 students.	<p>*Students with chronic misbehavior should be referred to SAT for support. *Communicate with parents.</p>	

Core Question 3: Is the organization effective and well-run? *Common School Indicators

	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Staff Attendance	As of 9-20-13	JMCHS has 69 certified staff members. They have taken 53.5 sick or personal days in the first 34 days of school. This works out to be 97.7% teacher attendance. FMLA days and vacancies are not counted in the attendance. Source – JMCHS Principal’s Secretary	Hiring qualified daily substitutes is a challenge.	Recognize staff members with perfect attendance during a pay period at the first or third Wednesday Faculty Meeting.	Formalized recognition of staff members who have perfect attendance during a pay period.	1
Staff Retention	As of 9-20-13	78% of the JMCHS certified staff returned when comparing 2012-13 staff to 2013-14 staff.	3 teachers have submitted resignations since school started.	One teacher has been replaced. Recommendation has been submitted to IPS HR department for second teacher. Interviews have begun for the third teacher.	Hire replacement teachers. Provide intense support of new staff members.	1

Professional Development Opportunities	As of 9-20-13	Please see attached document labeled Professional Development. Sign in sheets are on file with Lead Partner	*Time during the school day for Prof. Dev. is a challenge. * Funds to pay Teachers for after school Prof. Dev. is a challenge.	Teachers and Administrators learn together during PLC and Professional Development after school. Master Schedule was planned to ensure all teachers participate in PLC during the school day.	Each JMCHS Administrator will complete a second observation cycle with the Lead Partner. The Administrators will begin their next cycle of observations and each will complete 5 by the next monthly report.	2
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<p>Administrative Support of Instruction</p> <p>Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation</p>	<p>As of 9-20-13</p>	<p>*All four JMCHS Administrators participate in the Tuesday PLC with Teachers. Purposely the administrators attend different sessions throughout the day to create side by side learning with the teachers. They then use the information from PLC as they conduct Walk-thrus and observations in classrooms.</p> <p>*Administrators attend the same Professional Development as Teachers. See attached list of PD. Sign in sheets are on file with Lead Partner.</p> <p>*Administrators completed first round of observations meeting timeline.</p> <p>*Administrators have completed one observation cycle with the Lead Partner with a feedback session.</p>	<p>Situations that interrupt plans to attend PLC, Professional Development and observations.</p>	<p>All JMCHS Administrators met the first two observation benchmarks.</p> <p>*Each held a meeting with the teachers they are to observe, with correct paperwork signed.</p> <p>*All Administrators completed first round of observations meeting timelines.</p> <p>Source – JMCHS Principal</p>	<p>Beginning Oct. 2, 2013, Faculty Meetings will move from administrative information sessions to:</p> <p>*10 minutes of administrative announcements.</p> <p>*Fifty minutes of Professional Development. PD will be presented collaboratively with JMCHS coaches and Lead Partner.</p>	
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