



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

**Title I – 1003(g) School Improvement Grant
2014-2015 School Year**

Renewal Application - Transformation Model

Part 1: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Indianapolis Public Schools	Corp #	5385
School	Broad Ripple Magnet High School	School #	5477
Superintendent Name	Dr. Lewis Ferebee	Email	ferebeel@myips.org
Title I Administrator Name	Bridgette Robinson	Email	robinsby@myips.org
Principal	Mike Akers	Email	akersmt@myips.org
Mailing Address	1115 Broad Ripple Ave	City	Indianapolis
		Zip Cod	46220
Telephone	317-693-5700	Fax	317-226-3783
Year 3 Funding	\$870,857.00		

Part 2: LEA and School Assurances and Waivers

Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model;

SIG Grant Renewal -Transformation

(B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- For Both Math and English/Language Arts Each:
 - Percent of students passing ISTEP, by grade level;
 - Percent of Bottom 25% demonstrating high growth (4-8);
 - Percent of all students showing low growth; and
 - Average scale score, by grade level;
- Percent of students at or above proficient on ISTEP on both Math and E/LA; and
- Percent of students achieving proficiency on IREAD (spring test only).
- For Both English 10 and Algebra I ECA:
 - 10th grade cohort pass rate;
 - 8th grade (ISTEP) to 10th grade (ECA) improvement;
 - Percent of re-testers which pass by 12th grade; and
 - Average scale score, by grade level.
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- **Leading Indicators**— Elementary and middle schools must meet 4 of 7 applicable leading indicator goals; schools containing a high school must meet 6 of 9 leading indicator goals.
- **Achievement Indicators**— Schools in year one of the grant must also meet 70% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also

SIG Grant Renewal -Transformation

meet 80% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE

SIG Grant Renewal -Transformation

3

authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

SIG Grant Renewal -Transformation

4

Part 3: Leading and Achievement Indicators

Complete the table below regarding key areas of student learning indicators. Include your beginning data (start of grant – what was in your application), your 2013-2014 data, and your original goal (what was in your application).

High School Model

		Indicator	Beginning	2013-2014	Goal	
Leading Indicators (Must meet at least 6 of 9 to be renewed)		Minutes in school day	360	460	460	
		Student Participation rate	99.4%	100%	99.5%	
		Student attendance rate	96.9%	97.42%	97%	
		Teacher attendance rate	98.3%	97.9%	98.5%	
		Dropout rate	11.2%	<i>(not yet available)</i>		
		# of AP/IB Courses Offered	5	9	7	
		Suspension/Expulsion Rate	23.9%	15.3%	18.9%	
		Minutes of Job Embedded PD/Week	150	225	200	
			Distribution of teachers by performance level	HE: 0 E: 88% IN: 12% I: 0%	HE: 1% E: 94% IN: 5% I: 0 <i>(as of 6/23; final results will not be determined until the SWL data is released by IDOE)</i>	HE: 0 E: 95% IN: 5% I: 0
		Indicator	Beginning	2013-2014	Goal	
Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)		English 10 ECA	10 th Grade Pass Rate	51.5%	66.7% <i>(80 of 120 students)</i>	65%
			8 th (ISTEP) to 10 th (ECA) Improvement	-.9%	2% <i>(2 of 20 students)</i>	10.3%
			% of non-passers who pass by 12 th grade.	81.6%	90% <i>(9 of 10 students)</i>	83%
			Average scale score	412	392 <i>(32 points above cut)</i>	437
		Algebra I ECA	10 th Grade Pass Rate	62.3%	73.3% <i>(88 of 120 students)</i>	70%
			8 th (ISTEP) to 10 th (ECA) Improvement	14.5%	6.3% <i>(6 of 17 students)</i>	17.1%

	% of non-passers who pass by 12 th grade.	87.2%	85.7% <i>(6 of 7 students)</i>	89%
	Average scale score	597	591 <i>(27 points above cut)</i>	603
	Non-Waiver Graduation Rate	69.4%		74.4%
	College enrollment rates	100%		100%

Superintendent Signature: [Signature] Date: 6/27/14
 Title I Administrator Signature: Bridgette H. Robinson Date: 6/27/14
 Principal Signature: [Signature] Date: 6/27/14

Part 3: Leading and Achievement Indicators

Complete the table below regarding key areas of student learning indicators. Include your beginning data (start of grant – what was in your application), your 2013-2014 data, and your original goal (what was in your application).

High School Model

	High School Model			
	Indicator	Beginning	2013-2014	Goal
Leading Indicators (Must meet at least 6 of 9 to be renewed)	Minutes in school day	360	460	460
	Student Participation rate	99.4%	100%	99.5%
	Student attendance rate	96.9%	97.42%	97%
	Teacher attendance rate	98.3%	97.9%	98.5%
	Dropout rate	11.2%		
	# of AP/IB Courses Offered	5	9	7
	Suspension/Expulsion Rate	23.9%	15.3%	18.9%
	Minutes of Job Embedded PD/Week	150	225	200
	Distribution of teachers by performance level	HE: 0 E: 88% IN: 12% I: 0%	HE: 1% E: 94% IN: 5% I: 0% <i>(as of 6/23; final results will not be determined until the SWL data is released by IDOE)</i>	HE: 0 E: 95% IN: 5% I: 0%
	Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	English 10 ECA		
10 th Grade Pass Rate		51.5%		65%
8 th (ISTEP) to 10 th (ECA) Improvement		-.9%		10.3%
% of non-passers who pass by 12 th grade.		81.6%		83%
Average scale score		412		437
Algebra I ECA				
10 th Grade Pass Rate		62.3%		70%
8 th (ISTEP) to 10 th (ECA) Improvement		14.5%		17.1%
% of non-passers who pass by 12 th grade.		87.2%		89%
Average scale score		597		603

Non-Waiver Graduation Rate	69.4%	74.4%
College enrollment rates	100%	100%

Part 4: Implementation

IDOE has provided renewal requests based on site visits and original application information. Provide the requested documentation along with a narrative in the appropriate column.

Indicator	Required Renewal Requests	Support Documentation and Narrative
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> No additional information needed for renewal 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Provide Teacher Effectiveness Rubric (Principal, Assistant Principal, and Coach/Interventionist/Behavior Specialist Rubrics have already been provided) Provide Evaluation Schedule for HS staff for 2014-2015 school year 	<ul style="list-style-type: none"> TER: will be utilized to evaluate all HS teachers based upon 4 Domains Administrator teacher evaluation assignments: Evaluation schedule has yet to be determined (pending district timeline)
3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who after professional development, have not.	<ul style="list-style-type: none"> Provide Reward System for HS staff for 2014-2015 school year. Rewards should be determined using tools and rubrics that are data driven and reflect an increase in student achievement. Provide documentation of process for assisting HS teachers who are not improving and for removing teachers when they continue to not improve student growth. 	<ul style="list-style-type: none"> Reward System: Rubric will indicate data for attendance (teacher and student), ECA, Acuity, SRI Assisting/Removing teachers: observation tracking system will be utilized; process for assisting teachers in need of improvement or recommendation for non-renewal will follow established district guidelines
4. Provide high quality, job-embedded professional development.	<ul style="list-style-type: none"> Provide PD Schedule and PD implementation plan for HS for 2014-2015 school year. Provide coaching plan for HS for 2014-2015 school year. 	<ul style="list-style-type: none"> PD Schedule: TBD Coaching Plan: TBD
5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth,	<ul style="list-style-type: none"> No additional information needed for renewal 	

flexible work time).		
6. Provide increased learning time for students and staff.	<p>Students</p> <ul style="list-style-type: none"> Provide extended learning schedule for HS students for 2014-2015 school year. Plan should be intentional; provide significant amount of increased learning time; and have a way in which to measure outcomes. Provide information on how HS students will be invited and informed of extended learning opportunities. Provide documentation regarding minutes/schedule – how HS has daily schedule and/or calendar changed since being part of SIG. <p>Staff</p> <ul style="list-style-type: none"> Provide HS schedule of planning time, PLC time, and any other Professional Development or college credit opportunities offered through SIG. 	<ul style="list-style-type: none"> Extended Learning: M-Th, 2:45-5 in the Learning Center (Rocket Success Center) which is manned by STEM tutors from the Indy Learning Center at IUPUI; targeted students will be ECA re-testers Informing students: Parents and students will be informed via letter, Connect Ed, and BRMHS web site Success Period: 30-minute period as part of the regular school day for enrichment and support opportunities PLC schedule: TBD (however, groups will formed by content area)
7. Use data to implement an aligned instructional program.	<ul style="list-style-type: none"> Provide documentation regarding implementation of comprehensive improvement of instructional approaches at HS level for struggling students including focused professional development and a system for student progress monitoring. 	<ul style="list-style-type: none"> Corrective Instruction: support to come from district where most critical indicators on ECA are the focus (2-week cycles)
8. Promote the use of data to inform and differentiate instruction.	<ul style="list-style-type: none"> Provide documentation of instructional monitoring system at HS level which will be used in 2014-2015 school year – this may include data meeting schedules, data goals, list of data points to be used, etc. 	<ul style="list-style-type: none"> Instructional Monitoring: Admin team will meet weekly to discuss monitoring of instruction; teachers will meet in PLC groups with an admin team member weekly (aside from weekly PD meetings) where various data points will be the focus of conversation
9. Provide mechanisms for family and community engagement.	<ul style="list-style-type: none"> Provide Family and Community Engagement Activities (timeline, calendar, or list of possible activities) that are focused on learning and needs of high school students and families. 	<ul style="list-style-type: none"> TBD: will be more clearly outlined beyond Parents in Touch and Auditions/Open House events; Parent Liaison will be point person for this Community Partners: This will be one of the functions of the Alumni, Community, and

	<ul style="list-style-type: none"> Provide goals for establishing community partners who will be able to assist with sustaining improvement efforts. 	Student Affairs Coordinator
10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	<p>LEA</p> <ul style="list-style-type: none"> Provide district process for monitoring and supporting the implementation of the selected improvement model which may include: <i>Professional Development and Curriculum/Assessment Calendars, Parent Requirements, Monitoring and Evaluation Systems, Leadership Support, Data Review, Special Population Review, and Fiscal Monitoring.</i> <p>External Provider</p> <ul style="list-style-type: none"> Provide rationale for changing external provider – if this is the intention. Provide list of deliverables from External Provider for HS for 2014-2015 school year. 	<ul style="list-style-type: none"> LEA: monitoring and support process in development External Provider: has not yet been determined

Part 5: Budget

Complete the attached budget worksheet for the 2014-2015 school year. The original school budget has been included with the application for reference.

Part 3: Leading and Achievement Indicators

Complete the table below regarding key areas of student learning indicators. Include your beginning data (start of grant – what was in your application), your 2013-2014 data, and your original goal (what was in your application).

High School Model

Leading Indicators (Must meet at least 6 of 9 to be reviewed)	Indicator	Beginning	2013-2014	Goal
	Minutes in school day	360	460	460
Student Participation rate	99.4%	100%	99.5%	
Student attendance rate	96.9%	97.42%	97%	
Teacher attendance rate	98.3%	97.9%	98.5%	
Dropout rate	11.2%			
# of AP/IB Courses Offered	5	9	7	
Suspension/Expulsion Rate	23.9%	15.3%	18.9%	
Minutes of Job Embedded PD/Week	150	225	200	
Distribution of teachers by performance level	HE: 0 E: 88% IN: 12% I: 0%	HE: 1% E: 94% IN: 5% I: 0%	(as of 6/23; final results will not be determined until the SWL data is released by IDOE)	HE: 0 E: 95% IN: 5% I: 0

Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	Indicator	Beginning	2013-2014	Goal
	English 10 ECA	10 th Grade Pass Rate	51.5%	
8 th (ISTEP) to 10 th (ECA) Improvement		-9%		10.3%
% of non-passers who pass by 12 th grade.		81.6%		83%
Average scale score		412		437
Algebra I ECA	10 th Grade Pass Rate	62.3%		70%
	8 th (ISTEP) to 10 th (ECA) Improvement	14.5%		17.1%
	% of non-passers who pass by 12 th grade.	87.2%		89%
	Average scale score	597		603

Non-Waiver Graduation Rate	69.4%		74.4%
College enrollment rates	100%		100%

Part 4: Implementation

IDOE has provided renewal requests based on site visits and original application information. Provide the requested documentation along with a narrative in the appropriate column.

Indicator	Required Renewal Requests	School Documentation and Narrative
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> No additional information needed for renewal 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Provide Teacher Effectiveness Rubric (Principal, Assistant Principal, and Coach/Interventionist/ Behavior Specialist Rubrics have already been provided) Provide Evaluation Schedule for HS staff for 2014-2015 school year 	<ul style="list-style-type: none"> TER: will be utilized to evaluate all HS teachers based upon 4 Domains Administrator teacher evaluation assignments: Evaluation schedule has yet to be determined (pending district timeline)
3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who after professional development, have not.	<ul style="list-style-type: none"> Provide Reward System for HS staff for 2014-2015 school year. Rewards should be determined using tools and rubrics that are data driven and reflect an increase in student achievement. Provide documentation of process for assisting HS teachers who are not improving and for removing teachers when they continue to not improve student growth. 	<ul style="list-style-type: none"> Reward System: Rubric will indicate data for attendance (teacher and student), ECA, Acuity, SRI Assisting/Removing teachers: observation tracking system will be utilized; process for assisting teachers in need of improvement or recommendation for non-renewal will follow established district guidelines
4. Provide high quality, job-embedded professional development.	<ul style="list-style-type: none"> Provide PD Schedule and PD implementation plan for HS for 2014-2015 school year. Provide coaching plan for HS for 2014-2015 school year. 	<ul style="list-style-type: none"> PD Schedule: TBD Coaching Plan: TBD
5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth,	<ul style="list-style-type: none"> No additional information needed for renewal 	

flexible work time).		
6. Provide increased learning time for students and staff.	<p>Students</p> <ul style="list-style-type: none"> Provide extended learning schedule for HS students for 2014-2015 school year. Plan should be intentional; provide significant amount of increased learning time; and have a way in which to measure outcomes. Provide information on how HS students will be invited and informed of extended learning opportunities. Provide documentation regarding minutes/schedule – how HS has daily schedule and/or calendar changed since being part of SIG. <p>Staff</p> <ul style="list-style-type: none"> Provide HS schedule of planning time, PLC time, and any other Professional Development or college credit opportunities offered through SIG. 	<ul style="list-style-type: none"> Extended Learning: M-Th, 2:45-5 in the Learning Center (Rocket Success Center) which is manned by STEM tutors from the Indy Learning Center at IUPUI; targeted students will be ECA re-testers Informing students: Parents and students will be informed via letter, Connect Ed, and BRMHS web site Success Period: 30-minute period as part of the regular school day for enrichment and support opportunities PLC schedule: TBD (however, groups will be formed by content area)
7. Use data to implement an aligned instructional program.	<ul style="list-style-type: none"> Provide documentation regarding implementation of comprehensive improvement of instructional approaches at HS level for struggling students including focused professional development and a system for student progress monitoring. 	<ul style="list-style-type: none"> Corrective Instruction: support to come from district where most critical indicators on ECA are the focus (2-week cycles)
8. Promote the use of data to inform and differentiate instruction.	<ul style="list-style-type: none"> Provide documentation of instructional monitoring system at HS level which will be used in 2014-2015 school year – this may include data meeting schedules, data goals, list of data points to be used, etc. 	<ul style="list-style-type: none"> Instructional Monitoring: Admin team will meet weekly to discuss monitoring of instruction; teachers will meet in PLC groups with an admin team member weekly (aside from weekly PD meetings) where various data points will be the focus of conversation
9. Provide mechanisms for family and community engagement.	<ul style="list-style-type: none"> Provide Family and Community Engagement Activities (timeline, calendar, or list of possible activities) that are focused on learning and needs of high school students and families. 	<ul style="list-style-type: none"> TBD: will be more clearly outlined beyond Parents in Touch and Auditions/Open House events; Parent Liaison will be point person for this Community Partners: This will be one of the functions of the Alumni, Community, and

	<ul style="list-style-type: none"> Provide goals for establishing community partners who will be able to assist with sustaining improvement efforts. 	Student Affairs Coordinator
10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	<p>LEA</p> <ul style="list-style-type: none"> Provide district process for monitoring and supporting the implementation of the selected improvement model which may include: <i>Professional Development and Curriculum/Assessment Calendars, Parent Requirements, Monitoring and Evaluation Systems, Leadership Support, Data Review, Special Population Review, and Fiscal Monitoring.</i> <p>External Provider</p> <ul style="list-style-type: none"> Provide rationale for changing external provider – if this is the intention. Provide list of deliverables from External Provider for HS for 2014-2015 school year. 	<ul style="list-style-type: none"> LEA: monitoring and support process in development External Provider: has not yet been determined

Part 5: Budget

Complete the attached budget worksheet for the 2014-2015 school year. The original school budget has been included with the application for reference.

Teacher Evaluation Timelines 2014-15

Fall Semester

Aug. 4 – Aug. 29: Initial conference/meeting with evaluator

Aug. 4 – Sept. 19: Short Observation #1

Sept. 2 – Oct. 3: Student Learning Objectives Created (Due to evaluator by Oct. 4)

Sept. 22 – Dec. 14: Long Observation #1

Dec. 17 – Dec. 21: Mid-Year Conference (**ONLY** for teachers rated Improvement Necessary or Ineffective on fall semester TER score; for those teachers currently on an Intervention Plan; for those teachers with Domain 4 deficiencies)

Spring Semester

(2 tracks: Track one is HE or E on Mid-Year TER section; score between 2.5 and 4.0. Track two is IN or I on Mid-Year TER section; score between 1.0 and 2.49)

Jan. 5 – Jan. 30: Review of SLO progress (both tracks)

Track 1

Jan. 5 – May 10: Short Observation #2 (If deficiencies are noted, an Intervention Plan will be written and a subsequent observation(s) will be completed)

June 1 – June 11: Domains 1 and 3 evidence collection **complete by June 1; by June 8**, teacher is to document the evidence and data to support the evaluation score on the SLO Class Learning Objective and Targeted Learning Objective; Domain 4 completed **after June 1; by June 11** Primary Evaluator completes Final Summative Evaluation (TER section)

Track 2

Jan. 5 – March 6: Monitoring of the Intervention Plan

Jan. 5 – March 6: Long Observation #2 (for teachers rated IN or I on the Mid-Year Evaluation)

March 9 – May 8: Short Observation #2

By May 18 if TER score is still between 1.0 and 2.49: Finalize collecting of Domain 1 and 3 evidence; Complete Domain 4 evidence; Final Summative Evaluation Conference must be held; make plans for Performance Improvement Plan (PIP) to be implemented in 2014-15 (to be written by evaluator, teacher, and IEA rep of requested by teacher)

By June 1: Domain 1 and 3 evidence has been collected

After June 1: Domain 4 completed

Between June 1 and June 8: Teacher is to document evidence and data to support the evaluation score on the SLO Class Learning Objective and Targeted Learning Objective

By June 11: Primary Evaluator and teacher must have a final conference to document the SLO evaluation score and sign off on the developed Intervention Plan to be implemented during the 2014-15 school year

Provide mechanisms for family and community engagement:

Broad Ripple Magnet High School will provide activities to help parents understand state standards, assessments, and monitoring student progress. In addition, Broad Ripple Magnet will provide monthly meeting to include the following:

- Meet the Teacher where curriculum and expectations are explained
- Title I Fall/Spring Parent Night - Discussion of Parent Compact, School/District Policy
- Family Reading Nights
- Family Math Nights
- How to limit television and/or video/on-line/texting
- Volunteering in the classroom
- How to participate in parent enrichment programs
- Engaging in parent input meetings
- College Readiness

Broad Ripple Magnet High School will also distribute monthly newsletters, share website information regarding various programs and special events. These activities will not only promote parental involvement at Broad Ripple Magnet High School but support our efforts of increasing academic achievement and graduation rates.

Bridgette Robinson | Director of Federal and Special Programs
Indianapolis Public Schools | 120 East Walnut Street | Indianapolis, IN 46204
317-226-4520 (phone) 317-226-4327 (fax)
robinsby@myips.org



BRMHS Fall 2014 Incentive Bonus Rubric

Staff Name: _____

Evaluator: _____

Category	High	Medium	Low
Student Achievement	Algebra I Diagnostic A: 70% Algebra I Diagnostic B: 80% Algebra I Acuity A: 70% English 10 Diagnostic A: 70% English 10 Diagnostic B: 80% English 10 Acuity A: 70% Meeting all 6 achievement goals: 300 pts.	Algebra I Diagnostic A: 70% Algebra I Diagnostic B: 80% Algebra I Acuity A: 70% English 10 Diagnostic A: 70% English 10 Diagnostic B: 80% English 10 Acuity A: 70% Meeting 4-5 achievement goals: 200 pts.	Algebra I Diagnostic A: 70% Algebra I Diagnostic B: 80% Algebra I Acuity A: 70% English 10 Diagnostic A: 70% English 10 Diagnostic B: 80% English 10 Acuity A: 70% Meeting 3 achievement goals: 50 pts.
Teacher Attendance (Individual)	<ul style="list-style-type: none"> 98%-100% Attendance (Excludes FMLA and personal days) <p style="text-align: right;">Points 150</p>	<ul style="list-style-type: none"> 95%-97% Attendance (Excludes FMLA and personal days) <p style="text-align: right;">Points 100</p>	<ul style="list-style-type: none"> 92-94% and below Attendance (Excludes FMLA and personal days.) <p style="text-align: right;">Points 50</p>
Student Attendance (Whole School)	<ul style="list-style-type: none"> 98%-100% Attendance <p style="text-align: right;">Points 150</p>	<ul style="list-style-type: none"> 95%-97% Attendance <p style="text-align: right;">Points 100</p>	<ul style="list-style-type: none"> 92-94% and below Attendance <p style="text-align: right;">Points 50</p>
RISE TER	<ul style="list-style-type: none"> Evidence demonstrates an overall score of 3.2 or higher according to the Teacher Effectiveness Rubric <p style="text-align: right;">Points 150</p>	<ul style="list-style-type: none"> Evidence demonstrates an overall score of 2.8 – 3.1 according to the Teacher Effectiveness Rubric <p style="text-align: right;">Points 100</p>	<ul style="list-style-type: none"> Evidence demonstrates an overall score of 2.5 – 2.7 according to the Teacher Effectiveness Rubric <p style="text-align: right;">Points 50</p>
Support of Student Achievement	<ul style="list-style-type: none"> Student grade distribution for Fall Semester includes less than 15% D and F where the learning environment and expectations meet the needs of more than 85% of the students <p style="text-align: right;">Points 150</p>	<ul style="list-style-type: none"> Student grade distribution for Fall Semester includes no more than 20% D and F where the learning environment and expectations meet the needs of at least 80% of the students <p style="text-align: right;">Points 125</p>	<ul style="list-style-type: none"> Student grade distribution for Fall Semester includes more than 25% D and F where the learning environment and expectations meet the needs of less than 75% of the students <p style="text-align: right;">Points 0</p>
TOTAL			

BONUS TARGETS

- 750-900 Points = \$1000.00 Bonus
- 550-700 Points = \$750.00 Bonus
- 350-500 Points = \$500.00 Bonus
- Fewer than 350 Points = No Bonus

Success



Sample Corrective Instruction-Re-Teaching Plan Calendar

<i>Teacher's Name:</i>	<i>Ms. Amos</i>		<i>Subject:</i>	<i>English 10</i>	
<i>Week</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
March 3rd-7th	Indicator-10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.	Indicator-10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.	Indicator-10.2.5 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	Indicator-10.2.5 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	Indicator-10.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.
March 10th-14th	Indicator-10.5.1 Write biographical or autobiographical narratives or short stories...	Indicator-10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.	Indicator-10.3.13 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.	Indicator-10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.	Indicator-10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.



Success

Division of Innovation and Transformation

Corrective Instruction- Acuity C Re-teaching Plan Duties List

<i>Who?</i>	<i>What?</i>
Principals	Monitor instruction of Re-teaching Plans (<i>Weekly</i>) Log Re-teaching Plan progress of teachers on Progress Log (<i>Weekly</i>)
Instructional Coaches/ Content Leaders	Support teachers in creating Re-teaching plans (<i>Weekly-during PLCs/STPTs</i>) Review and provide feedback on Re-teaching Lesson Plans (<i>Weekly-prior to instruction</i>) Conduct support walkthroughs during Re-teaching sessions (<i>Weekly</i>)
Teachers	Utilize Re-teaching Calendar to create lesson plans (<i>Weekly</i>) Utilize specified components in lesson plans (<i>Weekly</i>) Follow the Re-teaching Calendar (<i>Daily</i>) Submit Re-teaching Lesson Plans to Principal & Instructional Coaches(<i>Weekly</i>)

Lesson Plan Components

<u>Grade Level:</u>	<u>Teacher:</u>
<u>Subject:</u>	
<u>Indicator:</u>	
Essential Question(s)/ I Can Statements:	Technology Integration:
Materials/Resources:	Essential Vocabulary:
Tools of Engagement:	
<u>APK/Hook/Warm-Up:</u>	

<i>Me/ Modeled</i>	
<i>We/Shared</i>	
<i>Few/Guided</i>	
<i>You/Independent</i>	
<i>Closing Task or Skill:</i>	



INDY LEARNING CENTERS

SERVING CENTRAL INDIANA STUDENTS

INDY LEARNING CENTERS

The Learning Center/Rocket Success Center is an academic multi-service center open to all Broad Ripple students during the day and after school. The goal is to foster success in our students by helping them achieve.

Located in Room C149 on the first floor across from the Mini-Auditorium.

Open every day during school hours

Open after school Monday-Thursday after school until 5:00p.m.

Easily Accessible: No elaborate referral process

Diversity of Students: All ability levels, all levels of English Language proficiency

Stem Tutors: Specialized math and science tutors

Writing Center: Helps students with papers and reports

Services Available: Information regarding scholarships for secondary education

Help with study skills and organization Juniors and Seniors can get help with college entrance and financial aid (FASFA) questions

Allows an area where students can take test

Tutors are available after school hours to help with core subjects



An IUPUI Program

'Rocket to Success' Test Sign Up

TEACHERS, please attach cover sheet to each test.

Routine Test 9-Week Test Semester Test

Teacher's Name _____

_____ in _____

Student's Name _____ Subject _____

Test Date _____ Period _____

Please Put the Test in Pam Dorner-Saxhaug's Mailbox by 7:00 am

Please indicate any special instructions below (eg. Calculator, notes etc.)

- | | |
|---|--|
| <input type="checkbox"/> use notes | <input type="checkbox"/> paraphrase directions/questions |
| <input type="checkbox"/> use book | <input type="checkbox"/> dictate essay response to scribe |
| <input type="checkbox"/> use calculator | <input type="checkbox"/> edit essay responses |
| <input type="checkbox"/> use computer | <input type="checkbox"/> use Eng./native lang. dictionary |
| <input type="checkbox"/> have test read aloud | <input type="checkbox"/> dictate essay responses to scribe |
| <input type="checkbox"/> have extended time | <input type="checkbox"/> write answers directly on test |

Assessment Calendar IPS 2014-15 *DRAFT 5-19-14*

Curriculum and Instructional Accountability Division: REA

	Monday	Tuesday	Wednesday	Thursday	Friday
July		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31 Teacher Work Day	1 Teacher Work Day
August	4 (1/180)	5 (2/179)	6 (3/178)	7 (4/177)	8 (5/176)
	11 (6/175) SRI Gr 3-8	12 (7/174) SRI Gr 3-8	13 (8/173) SRI Gr 3-8	14 (9/172) SRI Gr 3-8	15 (10/171) SRI Gr 3-8
	18 (11/170) SRI Gr 3-8	19 (12/169) SRI Gr 3-8	20 (13/168) mClass BOY Reading SRI Gr 3-8	21 (14/167) mClass BOY Reading SRI Gr 3-8	22 (15/166) mClass BOY Reading SRI Gr 3-8
	25 (16/165) mClass BOY Reading	26 (17/164) mClass BOY Reading	27 (18/163) mClass BOY Reading	28 (19/162) mClass BOY Reading	29 (20/161) mClass BOY Reading
September	1 Labor Day	2 (21/160) mClass BOY Reading	3 (22/159) mClass BOY Reading	4 (23/158) mClass BOY Reading	5 (24/157) mClass BOY Reading
	8 (25/156) mClass BOY Reading	9 (26/155) mClass BOY Reading	10 (27/154) mClass BOY Reading mClass BOY Math	11 (28/153) mClass BOY Reading mClass BOY Math	12 (29/152) mClass BOY Reading mClass BOY Math
	15 (30/151) mClass BOY Reading mClass BOY Math	16 (31/150) mClass BOY Reading mClass BOY Math	17 PIT Day	18 (32/149) mClass BOY Math	19 (33/148) mClass BOY Math
	22 (34/147) Gr 3-8 Acuity A Alg 1 & Eng 10 Diagnostic A mClass BOY Math	23 (35/146) Gr 3-8 Acuity A Alg 1 & Eng 10 Diagnostic A mClass BOY Math	24 (36/145) Gr 3-8 Acuity A Alg 1 & Eng 10 Diagnostic A mClass BOY Math	25 (37/144) Gr 3-8 Acuity A Alg 1 & Eng 10 Diagnostic A mClass BOY Math	26 (38/143) Gr 3-8 Acuity A Alg 1 & Eng 10 Diagnostic A mClass BOY Math

SRI	
mClass Reading	
mClass Math	
Gr 3-8 Acuity	
Alg I & Eng 10 Acuity	

Gr 3-8 Diagnostic	
Alg 1 & Eng 10 Diagnostic	
ECA	
ISTEP+	

Alternate Assessment Window: TBD
Language Minority Window: TBD

Assessment Calendar IPS 2014-15 *DRAFT 5-19-14*

Curriculum and Instructional Accountability Division: REA

	Monday	Tuesday	Wednesday	Thursday	Friday
October	29 (39/142) Gr 3-8 Acuity A	30 (40/141) Gr 3-8 Acuity A	1 (41/140) Gr 3-8 Acuity A	2 (42/139) Gr 3-8 Acuity A	3 (43/138) <i>(End of Quarter)</i> Gr 3-8 Acuity A
	6 Fall Break	7 Fall Break	8 Fall Break	9 Fall Break	10 Fall Break
	13 Fall Break	14 Fall Break	15 Fall Break	16 Fall Break	17 Fall Break
	20 (44/137)	21 (45/136)	22 (46/135)	23 (47/134)	24 (48/133)
	27 (49/132) Gr 3-8 Diagnostic A	28 (50/131) Gr 3-8 Diagnostic A	29 (51/130) Gr 3-8 Diagnostic A	30 (52/129) Gr 3-8 Diagnostic A	31 (53/128) Gr 3-8 Diagnostic A
November	3 (54/127) Alg I & Eng 10 Acuity A	4 (55/126) Alg I & Eng 10 Acuity A	5 (56/125) Alg I & Eng 10 Acuity A	6 (57/124) Alg I & Eng 10 Acuity A	7 (58/123) Alg I & Eng 10 Acuity A
	10 (59/122) Alg I & Eng 10 Acuity A	11 (60/121) Alg I & Eng 10 Acuity A	12 (61/120) Alg I & Eng 10 Acuity A	13 (62/119) Alg I & Eng 10 Acuity A	14 (63/118) Alg I & Eng 10 Acuity A
	17 (64/117)	18 (65/116)	19 (66/115)	20 (67/114)	21 (68/113)
	Thanksgiving Break				
December	1 (69/112) Gr 3-8 Acuity B Alg I & Eng 10 Diagnostic B	2 (70/111) Gr 3-8 Acuity B Alg I & Eng 10 Diagnostic B	3 (71/110) Gr 3-8 Acuity B Alg I & Eng 10 Diagnostic B	4 (72/109) Gr 3-8 Acuity B Alg I & Eng 10 Diagnostic B	5 (73/108) Gr 3-8 Acuity B Alg I & Eng 10 Diagnostic B
	8 (74/107) ECA Gr 3-8 Acuity B	9 (75/106) ECA Gr 3-8 Acuity B	10 (76/105) ECA Gr 3-8 Acuity B SRI Gr 3-8	11 (77/104) ECA Gr 3-8 Acuity B SRI Gr 3-8	12 (78/103) ECA Gr 3-8 Acuity B SRI Gr 3-8
	15 (79/102) ECA SRI Gr 3-8	16 (80/101) ECA SRI Gr 3-8	17 (81/100) ECA SRI Gr 3-8	18 (82/99) <i>(End of Quarter)</i> ECA SRI Gr 3-8	19 Record's Close Out Day
	22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break

Alternate Assessment Window: TBD
 Language Minority Window: TBD

Assessment Calendar IPS 2014-15 *DRAFT 5-19-14*

Curriculum and Instructional Accountability Division: REA

	Monday	Tuesday	Wednesday	Thursday	Friday
January	29 Winter Break	30 Winter Break	31 Winter Break	1 Winter Break	2 Winter Break
	5 (83/98)	6 (84/97)	7 (85/96) mClass MOY Reading	8 (86/95) mClass MOY Reading	9 (87/94) mClass MOY Reading
	12 (88/93) Gr 3-8 Diagnostic B mClass MOY Reading	13 (89/92) Gr 3-8 Diagnostic B mClass MOY Reading	14 (90/91) Gr 3-8 Diagnostic B mClass MOY Reading	15 (91/90) Gr 3-8 Diagnostic B mClass MOY Reading	16 (92/89) Gr 3-8 Diagnostic B mClass MOY Reading
	19 Dr. Martin Luther King Jr Day	20 (93/88) mClass MOY Reading	21 (94/87) mClass MOY Reading	22 (95/86) mClass MOY Reading	23 (96/85) mClass MOY Reading
	26 (97/84) mClass MOY Reading	27 (98/83) mClass MOY Reading	28 (99/82) mClass MOY Reading mClass MOY Math	29 (100/81) mClass MOY Reading mClass MOY Math	30 (101/80) mClass MOY Reading mClass MOY Math
February	2 (102/79) Alg I & Eng 10 Acuity B mClass MOY Reading mClass MOY Math	3 (103/78) Alg I & Eng 10 Acuity B mClass MOY Reading mClass MOY Math	4 (104/77) Alg I & Eng 10 Acuity B mClass MOY Reading mClass MOY Math	5 (105/76) Alg I & Eng 10 Acuity B mClass MOY Math	6 (106/75) Alg I & Eng 10 Acuity B mClass MOY Math
	9 (107/74) Gr 3-8 Acuity C mClass MOY Math	10 (108/73) Gr 3-8 Acuity C mClass MOY Math	11 (109/72) Gr 3-8 Acuity C mClass MOY Math	12 (110/71) Gr 3-8 Acuity C mClass MOY Math	13 (111/70) Gr 3-8 Acuity C mClass MOY Math
	16 President's Day	17 (112/69) Gr 3-8 Acuity C mClass MOY Math	18 (113/68) Gr 3-8 Acuity C mClass MOY Math	19 (114/67) Gr 3-8 Acuity C mClass MOY Math	20 (115/66) Gr 3-8 Acuity C mClass MOY Math
	23 (116/65) mClass MOY Math	24 (117/64) mClass MOY Math	25 (118/63) mClass MOY Math	26 (119/62)	27 (120/61)
March	2 (121/60) ISTEP+ AS	3 (122/59) ISTEP+ AS	4 (123/58) ISTEP+ AS	5 (124/57) ISTEP+ AS	6 (125/56) ISTEP+ AS
	9 (126/55) ISTEP+ AS	10 (127/54) ISTEP+ AS	11 (128/53) ISTEP+ AS	12 (129/52)	13 (130/51)
	Alg I & Eng 10 Diagnostic C	Alg I & Eng 10 Diagnostic C	Alg I & Eng 10 Diagnostic C	Alg I & Eng 10 Diagnostic C	Alg I & Eng 10 Diagnostic C
	16 (131/50) IREAD-3	17 (132/49) IREAD-3	18 (133/48) IREAD-3	19 (134/47)	20 (135/46)(<i>End of Quarter</i>)
	23 Snow Make-up Day	24 Snow Make-up Day	25 Snow Make-up Day	26 Snow Make-up Day	27 Snow Make-up Day

Alternate Assessment Window: TBD
 Language Minority Window: TBD

Assessment Calendar IPS 2014-15 *DRAFT 5-19-14*

Curriculum and Instructional Accountability Division: REA

		Monday	Tuesday	Wednesday	Thursday	Friday
April	30 Spring Break	31 Spring Break	1 Spring Break	2 Spring Break	3 Spring Break	
	6 (136/45)	7 (137/44)	8 (138/43)	9 (139/42)	10 (140/41)	
	13 (141/40) Alg I & Eng 10 Acuity C Gr 3-8 Diagnostic C	14 (142/39) Alg I & Eng 10 Acuity C Gr 3-8 Diagnostic C	15 (143/38) Alg I & Eng 10 Acuity C Gr 3-8 Diagnostic C mClass EOY Reading	16 (144/37) Alg I & Eng 10 Acuity C Gr 3-8 Diagnostic C mClass EOY Reading	17 (145/36) Alg I & Eng 10 Acuity C Gr 3-8 Diagnostic C mClass EOY Reading	
	20 (146/35) ISTEP+ Practice Test mClass EOY Reading	21 (147/34) ISTEP+ Practice Test mClass EOY Reading	22 (148/33) ISTEP+ Practice Test mClass EOY Reading mClass EOY Math	23 (149/32) ISTEP+ Practice Test mClass EOY Reading mClass EOY Math	24 (150/31) ISTEP+ Practice Test mClass EOY Reading mClass EOY Math	
	27 (151/30) ISTEP+ MC mClass EOY Reading mClass EOY Math	28 (152/29) ISTEP+ MC mClass EOY Reading mClass EOY Math	29 (153/28) ISTEP+ MC mClass EOY Reading mClass EOY Math	30 (154/27) ISTEP+ MC mClass EOY Reading mClass EOY Math	1 (155/26) ISTEP+ MC mClass EOY Reading mClass EOY Math	
May	4 (156/25) ISTEP+ MC mClass EOY Reading mClass EOY Math	5 (157/24) ISTEP+ MC mClass EOY Reading mClass EOY Math	6 (158/23) ISTEP+ MC mClass EOY Reading mClass EOY Math	7 (159/22) ISTEP+ MC mClass EOY Reading mClass EOY Math	8 (160/21) ISTEP+ MC mClass EOY Reading mClass EOY Math	
	11 (161/20) ISTEP+ MC ECA mClass EOY Reading mClass EOY Math SRI Gr 3-8	12 (162/19) ISTEP+ MC ECA mClass EOY Reading mClass EOY Math SRI Gr 3-8	13 (163/18) ISTEP+ MC ECA mClass EOY Reading mClass EOY Math SRI Gr 3-8	14 (164/17) ISTEP+ MC ECA mClass EOY Math SRI Gr 3-8	15 (165/16) ISTEP+ MC ECA mClass EOY Math SRI Gr 3-8	
	18 (166/15) ECA mClass EOY Math SRI Gr 3-8	19 (167/14) ECA mClass EOY Math SRI Gr 3-8	20 (168/13) ECA mClass EOY Math SRI Gr 3-8	21 (169/12) ECA SRI Gr 3-8	22 Snow Make-up Day	
	25 Memorial Day	26 (170/11)	27 (171/10)	28 (172/9)	29 (173/8)	

Alternate Assessment Window: TBD

Language Minority Window: TBD

Assessment Calendar IPS 2014-15 *DRAFT 5-19-14*

Curriculum and Instructional Accountability Division: REA

	Monday	Tuesday	Wednesday	Thursday	Friday
	1 (174/7)	2 (175/6)	3 (176/5)	4 (177/4)	5 (178/3)
June	8 (179/2)	9 (180/1) <i>(End of Quarter)</i>	10 Teacher Work Day	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	1	2	3
July	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Alternate Assessment Window: TBD
 Language Minority Window: TBD

Staff	Monday, April 14th	Tuesday, April 15th	Wednesday, April 16th	Thursday, April 17th	Friday, April 18th
Lisa Miele	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
Matthew Skaggs		7:30-2:30		9:30-5:00	7:30-2:30
Cate Calac	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
Demicca Rice	7:30-11:00	8:30-5:00	7:30-11:00	8:30-5:00	8:30-2:30
Andrew Hiday		7:30-8:30	7:30-9:00	7:30-8:30	7:30-9:00
Katelyn Robertson	10:00-5:00		10:00-5:00		
Derek Smith		12:30-5:00		12:30-5:00	
Patrick Brobbey	12:00-5:00		7:30-9:30		7:30-2:30
Brian Knip	2:00-5:00	7:30-11:30			7:30-2:30

Staff	Monday, April 21st	Tuesday, April 22nd	Wednesday, April 23rd	Thursday, April 24th	Friday, April 25th
Lisa Miele	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
Matthew Skaggs		7:30-2:30		9:30-5:00	7:30-2:30
Cate Calac	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
Demicca Rice	7:30-11:00	8:30-5:00	7:30-11:00	8:30-5:00	8:30-2:30
Andrew Hiday		7:30-8:30	7:30-9:00	7:30-8:30	7:30-9:00
Katelyn Robertson	10:00-5:00		10:00-5:00		
Derek Smith		12:30-5:00		12:30-5:00	
Patrick Brobbey	12:00-5:00		7:30-9:30		7:30-2:30
Brian Knip	2:00-5:00	7:30-11:30			7:30-2:30

Staff	Monday, April 28th	Tuesday, April 29th	Wednesday, April 30th	Thursday, May 1st	Friday, May 2nd
Lisa Miele	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
Matthew Skaggs		7:30-2:30		9:30-5:00	7:30-2:30
Cate Calac	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
Demicca Rice	7:30-11:00	8:30-5:00	7:30-11:00	8:30-12:00	OFF
Andrew Hiday		7:30-8:30	7:30-9:00	7:30-8:30	7:30-9:00
Katelyn Robertson	10:00-5:00		10:00-5:00		
Derek Smith		12:30-5:00		12:30-5:00	
Patrick Brobbey	12:00-5:00		7:30-9:30		7:30-2:30
Brian Knip	2:00-5:00	7:30-11:30			7:30-2:30

Staff	Monday, May 5th	Tuesday, May 6th	Wednesday, May 7th	Thursday, May 8th	Friday, May 9th
Lisa Miele	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
Matthew Skaggs		7:30-2:30		OFF	OFF
Cate Calac	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
Demicca Rice	7:30-11:00	8:30-5:00	7:30-11:00	8:30-5:00	8:30-2:30
Andrew Hiday			7:30-9:15	7:30-9:15	7:30-9:15
Katelyn Robertson	10:00-5:00		10:00-5:00		
Derek Smith		10:30-4:00		10:30-4:00	
Patrick Brobbey	12:00-5:00				
Brian Knip	2:00-5:00	OFF			OFF

sample tufor schedule

Staff	Monday, May 12th	Tuesday, May 13th	Wednesday, May 14th	Thursday, May 15th	Friday, May 16th
<i>Lisa Miele</i>	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
<i>Cate Calac</i>	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
<i>Demicca Rice</i>	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00
<i>Andrew Hiday</i>			7:30-9:15	7:30-9:15	7:30-9:15
<i>Katelyn Robertson</i>	12:30-5:00	12:30-5:00	12:30-5:00	12:30-5:00	
<i>Brian Knip</i>	7:30-5:00	7:30-2:00	7:30-5:00	7:30-2:00	7:30-2:00

Staff	Monday, May 19th	Tuesday, May 20th	Wednesday, May 21st	Thursday, May 22nd	Friday, May 23rd
<i>Lisa Miele</i>	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
<i>Cate Calac</i>	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
<i>Demicca Rice</i>	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00
<i>Andrew Hiday</i>			7:30-9:15	7:30-9:15	7:30-9:15
<i>Katelyn Robertson</i>	12:30-5:00	12:30-5:00	12:30-5:00	12:30-5:00	
<i>Brian Knip</i>	7:30-5:00	7:30-2:00	7:30-5:00	7:30-2:00	7:30-2:00

Staff	Monday, May 26th	Tuesday, May 27th	Wednesday, May 28th	Thursday, May 29th	Friday, May 30th
<i>Lisa Miele</i>	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
<i>Cate Calac</i>	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
<i>Demicca Rice</i>	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00
<i>Andrew Hiday</i>			7:30-9:15	7:30-9:15	7:30-9:15
<i>Katelyn Robertson</i>	12:30-5:00	12:30-5:00	12:30-5:00	12:30-5:00	
<i>Brian Knip</i>	7:30-5:00	7:30-2:00	7:30-5:00	7:30-2:00	7:30-2:00

Staff	Monday, June 2nd	Tuesday, June 3rd	Wednesday, June 4th	Thursday, June 5th	Friday, June 6th
<i>Lisa Miele</i>	9:30-5:00	9:30-5:00	9:30-5:00	9:30-5:00	
<i>Cate Calac</i>	8:00-2:30	8:00-2:30	8:00-2:30	8:00-12:00	8:00-2:30
<i>Demicca Rice</i>	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00	8:30-5:00
<i>Andrew Hiday</i>			7:30-9:15	7:30-9:15	7:30-9:15
<i>Katelyn Robertson</i>	10:00-5:00		10:00-5:00		
<i>Brian Knip</i>	7:30-5:00	7:30-2:00	7:30-5:00	7:30-2:00	7:30-2:00

Staff	Monday, June 9th	Tuesday, June 10th	Wednesday, June 11th
<i>Lisa Miele</i>	9:30-5:00	9:30-5:00	9:30-5:00
<i>Cate Calac</i>	8:00-2:30	8:00-2:30	8:00-2:30
<i>Demicca Rice</i>	8:30-5:00	8:30-5:00	8:30-5:00
<i>Brian Knip</i>	7:30-5:00	7:30-2:00	7:30-5:00

Division of Innovation and Transformation

Corrective Instruction (Re-teaching) Planning Process

Step One	Step Two	Step Three
<p><i>Group most critical standards (red) by skill/indicator</i></p>	<p><i>Create a daily calendar plan of which indicators you will re-teach prior to next Acuity</i></p>	<p><i>For each critical indicator perform deconstruction process of each standard/indicator including the concepts and skills students need to know/understand/do</i></p>
Step Four	Step Five	Step Six
<p><i>For each area of the deconstruction for the indicator tell the method or strategy used to teach</i></p> <p><i>*Research or create alternate methods/strategies to teach the skill/concept the skill/concept</i></p>	<p><i>Develop a full lesson plan using new instructional strategy/method including the following contents:</i></p> <ul style="list-style-type: none"> <i>-I Can Statement</i> <i>-Essential Vocabulary</i> <i>-Guiding Questions throughout the lesson</i> <i>-Direct Instruction Process</i> 	<p><i>Assess students on the concepts and skill that have been re-taught</i></p>

Corrective Instruction (Re-teaching) Planning Process

Deconstruction Steps

KUD “Deconstructing Standards/Indicators)”

Know:

- *Facts***
- *Procedures***
- *Steps***
- *Background Info***

Understand:

- *Big Ideas***
- *Essential Vocabulary***
- *Essential Questions***
- *Specific Concepts/Skills***

Do:

- *Demonstration by students***
- *Student product***
- *Application of Understanding***
- *“I Can…….”***

Corrective Instruction (Re-teaching) Planning Process

~Corrective Instruction- Re-teaching Guidelines~

Effective corrective instruction activities are different from the activities in the initial instruction:

- *Present the concepts differently*
 - *Change the format*
 - *Change the organization*
 - *Change the method of presentation*
- *Engage students differently in learning*
 - *Appeal to different learning styles or modalities*
 - *Use different intelligences*
- *Provide students with successful learning experiences*
 - *Abandon and replace activities not successful in practice*
 - *Enable students to be better prepared, more confident, and more motivated for future learning tasks*



Remember Corrective Instruction through Re-teaching-

- *Uses results from formative assessments.*
- *DO use a different approach and/or different examples.*
 - *DON'T just redo the original lesson.*

**Resourced from <https://tpri.wikispaces.com/file/view/01-08-instruct-strat-corrective.pdf>*