LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g)
2012-2013

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation: **Indianapolis Public Schools** Number: **5385**

School Name: **Broad Ripple Magnet High School for the Arts and Humanities**

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround ☐ Restart

☑ **Transformation** ☐ Closure

Assurances

Indianapolis Public Schools assures that it will

Corporation/Charter School Name

☑ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

☑ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

____ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

☑ 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☑ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

- ***Instructions:***

1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing Schools."
2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
3) Complete a root cause analysis of the findings - the underlying reason for the finding.
4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

Instructions:

Instructions:

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://mustang.doe.state.in.us/AP/ayppress.cfm

Student groups not meeting AYP (list groups below)	**% of this group not meeting AYP**	**# of students in this group not meeting AYP**	**How severe is this group's failure?** (high, medium, low)	**How unique are the learning needs of this group?** (high, medium, low)

English/Language Arts:

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	44.8%	134	Medium-comparable to state performance	Medium – comparable to reading deficiencies indicated by SRI. % decreases minimally each year. Lack of strategic intervention to increase literacy.
Hispanic	47.4%	27	High-well below state performance	High – English is 2nd language for majority with deficiencies in formal native language as well. Minimal exposure to formal schooling. Interventions and intentionality of instruction limited.
Free/Reduced Lunch	42%	163	Medium/High-below state performance	Medium - % increasing minimally each year but not enough to close the gap. Targeted interventions lacking for these students.
LEP	50%	25	Medium-comparable to state performance	Medium – population increasing with minimal English speaking

				education. Data not used intentionally to design instruction.
Special Ed.	73.8%	31	High-well below state performance	High – Increase in population with limited resources and gaps in educational experience. Lack of differentiation and support services for these students.

Mathematics:

Black	40.1%	119	Medium/Low-better than state level performance	Medium - % decreases minimally each year. Lack of strategic intervention to increase mathematical literacy.
Free Lunch	35.5%	137	Medium-comparable to state performance	Medium - % decreasing minimally each year but not enough to close the gap. Targeted interventions lacking for these students.
Special Ed	59.5%	25	High-well below state performance	High – Increase in population with limited resources and gaps in educational experience. Lack of differentiation and support services for these students.

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
Not appropriate example: Students from Mexico aren't doing well in school." *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."

Student performance on ISTEP+ in EL/A has decreased with 72.3% passing overall in 2010, but only 61.7% passing in 2011 while performance at the state level increased from 76.8% in 2010 to 78.7% in 2011 *Black Students E/LA Performance:* 20.3% in 2010 and 40% in 2011 did not pass ISTEP+ in the E/LA strand of Writing Applications. 23.5% in 2010 and 37% in 2011 did not pass ISTEP+ in the E/LA strand of Literary Text *Hispanic Students E/LA Performance:* 25% in 2010 and 100% in 2011 did not pass ISTEP+ in the E/LA strand of Writing Applications. 29.2% in 2010, and 36.4% in 2011 did not pass ISTEP+ in the E/LA strand of Language Conventions. 25% in 2010, and 36.4% in 2011 did not pass ISTEP+ in the E/LA strand of Literary Text. 33.3% in 2010, and 36.4% in 2011 did not pass ISTEP+ in the E/LA strand of Reading Vocabulary. 25% in 2010, and 36.4% in 2011 did not pass ISTEP+ in the E/LA strand of Writing Process. *Free/Reduced Lunch Students E/LA Performance*: 19.2% in 2010, 50% in did not pass ISTEP+ in the E/LA strand of Writing Applications 23.1% in 2010, and 35.6% in 2011 did not pass ISTEP+ in the E/LA strand of Literary Text. *Language Minority Students E/LA Performance*: 60% in 2010, and 100% in 2011 did not pass ISTEP+ in the E/LA strand of Writing Applications. 60% in 2010, and 40% in 2011 did not pass ISTEP+ in the E/LA strands of Language Conventions, Literary Text, Nonfiction/Info from Text, Reading Vocabulary, Writing Process. *Special Education Students E/LA Performance:* 52.4% in 2010, and 100% in 2011 did not pass ISTEP+ in the E/LA strand of Writing Applications. 57.1% in 2010, and 63.6% in 2011 did not pass ISTEP+ in the	**ENGLISH/LANGUAGE ARTS:** Our school has failed to design an intentional literacy program for our students to respond to the instructional deficits in our student population. Until, second semester, 2012 there was not a research based reading intervention initiative and extended learning time was not available. We have not provided our staff with the PD needed to match the instructional needs of our students. Differentiation of instruction has been absent in the instructional planning for our students. Writing has been missing from our ELA curriculum as we have moved from one text to another and aligning our curriculum to the magnet theme. This has created an insufficient emphasis on the skills our students need to be successful in ELA if they have any learning gaps when they are enrolled. ELL instruction has been lacking for our growing population. There is a lack of time in the school day for students to receive support due to the magnet classes that our students take. Until Second Semester of this year BR did not have an intentional, research based reading initiative. **MATH:** Differentiation of instruction has been absent in the instructional planning for our students. Problem solving, rigor and foundational skills have been missing from our Math curriculum as we have moved to aligning our curriculum to the magnet theme. This has created an insufficient emphasis on the skills our students need to be successful in Math if they have any learning gaps when they are enrolled.

E/LA strand of Language Conventions. 63.6% in 2010 and 63.6% in 2011 did not pass ISTEP+ in the E/LA strand of Reading Vocabulary. 54.5% in 2010, and 54.5% in 2011 did not pass ISTEP+ in the E/LA strand of Literary Text. 57.1% in 2010 and 54.5% in 2011 did not pass ISTEP+ in the E/LA strand of Nonfiction/Info from Text. 63.6% in 2010 and 54.5% in 2011 did not pass ISTEP+ in the E/LA strand of Writing Process. ---------- Student performance on ISTEP+ in Math has also decreased with 66.4% passing overall in 2010 and only 60.4% passing in 2010, while performance at the state level increased from 78.3% in 2010 to 80.1% in 2011. *Black Students Math Performance:* 31.4% in 2010, and 45.1% in 2011 students did not pass ISTEP+ in the Math strand of Computation. 28.8% in 2010, and 43.9% in 2011 did not pass ISTEP+ in the Math strand of Number Sense. 35.3% in 2010, and 42.7% in 2011 did not pass ISTEP+ in the Math strand of Data Analysis and Probability. 30.1% in 2010, and 40.2% in 2011 did not pass ISTEP+ in the Math strand of Geometry. 26.1% in 2010, and 37.8% in 2011 did not pass ISTEP+ in the Math strand of Measurement. 28.1% in 2010, and 37.3% in 2011 did not pass ISTEP+ in the Math strand of Problem Solving. 26.8% in 2010, and 36.6% in 2011 did not pass ISTEP+ in the Math strand of Algebra & Functions. *Free/Reduced Lunch Students Math Performance:* 30.2% in 2010, and 42.3% in 2011 did not pass ISTEP+ in the Math strand of Computation. 31.9% in 2010, and 39.4% in 2011 did not pass ISTEP+ in the Math strand of Data Analysis and Probability. 26.4% in 2010, and 38.5% in 2011 did not pass ISTEP+ in the Math strand of Number Sense. 27.3% in 2009, 26.9% in 2010, and 36.5% in 2011 did not	

pass ISTEP+ in the Math strand of Geometry. *Special Education Students Math Performance:* 42.9% in 2010, and 53.8% in 2011 did not pass ISTEP+ in the Math strand of Algebra & Functions. 57.1% in 2010, and 46.2% in 2011 did not pass ISTEP+ in the Math strand of Computation. 57.1% in 2010, and 46.2% in 2011 did not pass ISTEP+ in the Math strand of Data Analysis & Probability. 47.6% in 2010, and 46.2% in 2011 did not pass ISTEP+ in the Math strand of Geometry. 47.6% in 2010, and 46.2% in 2011 did not pass ISTEP+ in the Math strand of Measurement. 46.6% in 2010, and 46.2% in 2011 did not pass ISTEP+ in the Math strand of Number Sense. 42.9% in 2010, and 46.2% in 2011 did not pass ISTEP+ in the Math strand of Problem Solving.	

Student Leading Indicators

Instructions:

1) Using school, student and teacher data, complete the table below
2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column.
3) Review the data and develop several key findings on the next page.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	**64,800**	**64,800**
2. Dropout rate*	**11.2%**	**6.7%**
Student attendance rate (must be a percentage between 0.00 and 100.00)	**95.9%**	**97.73% as of 4/23/2012**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**49 Students or 44.5%**	**33 Students or 40.2%**
5. Number of students completing dual enrollment classes	**15**	**20**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	**Summer School**	**District Intersession (Fall & Spring)** **Summer School**
7. Discipline incidents*	**N/A**	**239**
8. Truants (# of unduplicated students, enter as a whole number)	**67**	**26**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	**N/A**	**Domain 2: Classroom Management** **0 =Unsatisfactory** **6 = Basic** **57 = Proficient**

		6 = Distinguished **Domain 3: Instruction** **0 = Unsatisfactory** **5 = Basic** **59 = Proficient** **5 = Distinguished**
10 Teacher attendance rate	**97.21%**	**97.65% as of 4/23/2012**

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: "Teachers are absent a lot." *Appropriate example:* " Teachers on average are out of the classroom 32 days of the school year."	*Inappropriate example:"* Teachers don't feel like coming to school" *Appropriate example:* "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"
2. Dropout rate has decreased over the last three years overall but in specific sub-groups, the dropout rate remained the same or increased well above the overall average. 3. Student attendance has remained at an average comparable to the state and above district. 4. The number and percentage of students who complete advanced coursework has decreased from 49 students in 2010/2011 to 33 students in 2011/2012.	2. The overall number of high school students has decreased over the last three years, and therefore, the cohort size has decreased yet the numbers of students in certain sub-groups has increased. Educational support and appropriate sequencing/scheduling for these struggling students has not occurred. 3. The magnet options motivate students to want to attend school regularly. An attendance committee meets each week to discuss student attendance. Interventions and incentives have not been implemented at this time. 4. There is a significant disconnect between the rigor of instruction/design of student work and the expectations held for students as compared to the rigor of the College Board/AP.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- **<u>Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.</u>**
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.			X		**1. Spends great deal of time in classrooms.**
2. Is rarely in the classrooms.				X	**2. Conducts frequent walk-throughs.**
3. Is not knowledgeable about English/ language arts or mathematics instruction.			X		**3. Knows E/LA and mathematics instruction well and is able to assist teachers.**
4. Serves as lone leader of the school					**4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.**
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			X X		**5. Is not bound by seniority rules in hiring and placement of teachers.**
Instruction	**1**	**2**	**3**	**4**	**Instruction**
1. Is primarily lecture-style and teacher-centered.			X		**1. Includes a variety of methods that are student-centered.**
2. Places the same cognitive demands on all learners (no differentiation).		X			**2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).**
3. Is primarily textbook-oriented.		X			**3. Uses multiple sources beyond textbooks.**
4. Does not include technology.			X		**4. Includes frequent use of technology.**
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		**5. Works in teams, discussing student learning and instructional ideas.**
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			**6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.**
7. Instruction is not increased to allow for more student learning time.		X			**7. Schedules and strategies provide for increased student learning time.**

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.		X			1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.			X		2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.		X			3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.		X			4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.			X		5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.			X		6. Is differentiated for struggling students.
Data - Formative Assessments	**1**	**2**	**3**	**4**	**Data - Formative Assessments**
1. Are not regularly used by teachers.			X		1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.		X			2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.			X		3. Are discussed regularly in teacher groups to discuss student work
Professional Development	**1**	**2**	**3**	**4**	**Professional Development**
1. Is individually selected by each teacher; includes conferences and conventions.			X		1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.		X			2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.	X				3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			X		4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports.		X			1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.		X			2. Creates a safe learning environment within the school and within the community.
	X				3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		x			**1. Holds the belief that students learn differently and provides for by using various instructional practices.**
2. Uses the textbook to determine the focus of study.			x		**2. Combines what learners need to know from the standards and curriculum with the needs in their lives.**
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.			x		**3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.**
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.	x				**4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.**
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		x			**5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.**

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Appropriate example: "We don't have a curriculum aligned across grade levels." *Appropriate example:* "We only teach flags, festivals and foods with our students. "	*Appropriate example: "* We don't know how to align our curriculum across grade levels." *Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."

Principal and Leadership Leadership in our school had been administrative, not collaborative. Administrators monitored instruction and were knowledge but minimally collaborated with certain teachers. Teacher leadership had developed unintentionally and informally.	**Principal and Leadership** Teacher leadership development is a time consuming process and takes deep commitment to a vision. Through a needs assessment performed by ***Scholastic Achievement Partners*** and the ***International Center for Leadership in Education (ICLE)***, we found that we needed to build capacity in our leadership team to oversee, manage, and monitor school improvement efforts. Through work with ***Scholastic Achievement Partners***, this initiative is in the emerging phase of development. Change in the principalship will facilitate improvement in this area and continued and enhanced work with our LEAD PARTNER will strengthen the collaborative leadership model.
Instruction Broad Ripple currently has a PLC structure that is content specific and does not allow for inter-disciplinary conversation/planning. Instructional technology is not efficiently or consistently utilized and PD has been minimal. Instruction has not been consistently tied to student data but driven by the content area that you teach. Extended learning time has been designed for testing windows but not consistently or intentionally formatted or delivered. Students have been scheduled according to grade level and magnet and not based on learning needs. The level of differentiation of instruction and the student work design is below acceptable.	**Instruction** Our teachers do not have time built into their day to collaborate with colleagues across grade levels and/or subject areas. We need to build time within the master schedule for teachers to collaborate with one another on a regular basis through teaming core subject teachers with performing arts teachers in order to improve instruction and planning. In January 2012, we began using Read 180 and System 44 to support our low-achieving middle school readers. This has been a challenging initiative with the limited technology that Broad Ripple currently has available. Scholastic Achievement Partners is providing classroom coaching support that is building capacity for researched-based effective instructional strategies and capacity within our teacher leaders and coaches. This is the beginning of an effective initiative that must be expanded but funding is not available at this time. Providing extended learning opportunities takes planning, curriculum development and financial resources. Our teachers have had minimal PD in differentiation of instruction and no PD on designing student work. Based on current and numerous data points we have found that we need to support our struggling readers, especially in grades 6, 7, and 8. We need to build teacher capacity in using researched-based instructional strategies that impact student achievement.
Curriculum Currently, we have been conducting PLC's weekly but	**Curriculum** Broad Ripple Magnet High School's varied curriculum is based on

curriculum alignment and articulation is not at the forefront of the agendas. Pacing has been done at the district level but the conversation of how "that looks" at Broad Ripple is missing. Work with relevance and rigor of student work has begun but the faculty has not been immersed in this area. Our teachers do not have time built into their schedule to allow them to collaborate with one another either among core subject teachers in the same grade or even among our arts and humanities teachers to work through the many different mandates required. Broad Ripple Magnet High School serves students with a wide range of ability levels. We have students who are top performers in the arts but who also struggle academically in the core subject areas. Differentiation of the curriculum is an area of concern.	state standards as well as specific standards required by our arts and humanities courses/magnet; therefore, it lacks cohesion. We need to provide time for faculty to unpack grade level standards and to align our state standards, assessments, student work and magnet requirements to provide a cohesive path for our students to travel. Development of rigorous, comprehensive lesson design is needed at Broad Ripple. This also requires PD that we have not been able to facilitate at this time.
Data-Formative Assessments Formative Assessments (checking for understanding) such as exit tickets and questioning strategies are not regularly used by all teachers. Broad Ripple does participate in on-going assessments such as scrimmages, benchmarks, SRI, ISTEP, ECA's but assessment data has not been used effectively to design instruction or to impact/guide students' instructional program.	**Data-Formative Assessments** Teachers' and administrators have limited understanding in how to utilize data to inform instruction., but this has improved due to professional development and coaching during PLC time and during conversations with Scholastic coaches and through the implementation of the 8 Step Process. Technology is lacking to provide "real-time" feedback regarding assessments.
Professional Development Professional Development is currently provided via PLC's throughout the school day. Until working with Scholastic, the PLC topics were presented by coaches and were determined by whatever was "going on" at the time. (i.e., test taking strategies, classroom management, MTV, etc.) Until recently, PD was not determined from observation data collected through informal observations or coaches' classroom observations. Differentiation of PD only exists, at this time, if someone is on a Performance Plan. Until Broad Ripple began our work with TNTP, observational data was used minimally. Implementation of PD is monitored and its effectiveness is measured via *Scholastic Achievement Partners.*	**Professional Development** Benchmark scrimmage results determine learning log and professional development needs. The needs assessment from Scholastic Achievement Partners has been used to determine professional development needs for staff. Professional development is intended to be differentiated by content areas and grade level groups during PLC time. Learning log agendas are scripted as they follow the learning log format. PLC's occur twice weekly on Mondays and Wednesdays. Collaboration with Scholastic Achievement Partners. Learning log meetings are tailored after assessment results are in. Coaching at Broad Ripple is guided by Scholastic Achievement Partners and is effective but at the emerging stage.

Utilization of resources such as coaches, curriculum and instruction, and materials has not been effective in the past.	
Parents, Family, Community Broad Ripple is the 4th oldest High School in Indianapolis and through the years has created strong ties with the community. We have partnerships with Ball State University, IU School of Journalism, Butler University, the Stacy Toran Foundation, Broad Ripple Kiwanis Club, Broad Ripple Village Association, Second Presbyterian Church, and the Gene Poston Foundation. In spite of all of these partnerships, programming and collaboration have been inconsistent. The magnet has brought a focus to the work but the instructional needs of our students are not being addressed through this aspect of our school. We hold multiple meetings during and after school for parents to attend to discuss many facets of the running of the school. We currently do not have a parent-teacher organization in place. We do send daily emails to parents keeping them informed about activities and events. This type of communication has not proven effective. Another void in our "school community" is that of student leadership development.	**Parents, Family, Community** The relationships with community groups have been established based on a desire of the alumni to be proactive in making Broad Ripple a quality school. Parent meetings are not well attended even if meetings are scheduled at varied times. Involvement and outreach needs to be designed intentionally and needs to be relevant to our community. Though BR has a parent liaison, the position is not designed to do the outreach and programming desired or needed. Student leadership and involvement must be intentional and relevant for this to make a positive impact on creating a "whole school community."
Cultural Competency There is a lack of evidence that teachers have sufficient understanding regarding the backgrounds of the students in their classrooms upon enrollment. There is no deliberate plan in place for classroom teachers to deliver instruction in culturally competent ways.	**Cultural Competency** There is an inconsistent access and willingness of staff members in the area of Cultural Competency. There is a lack of understanding regarding the urgency to connect the curriculum to the lives of their students by the classroom teacher.

B. Selection of School Improvement Model

Instructions: Read and discuss with the team the elements of the four school intervention models below.

Transformation Model
Required Elements
Develop Teacher and Leader Effectiveness 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Increasing Learning Time and Creating Community-Oriented Schools 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Comprehensive Instructional Reform Strategies 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
Provide Operational Flexibility and Sustained Support 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- ☐ Turnaround
- ☐ Restart
- ☑ **Transformation**
- ☐ Closure

Instructions: Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: **TRANSFORMATION**

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

TRANSFORMATION MODEL for Broad Ripple Magnet High School for the Arts and Humanities

KEY FINDINGS:

The key findings and underlying causes at **Broad Ripple Magnet High School for the Arts and Humanities (BRMHS)** suggest that there is a need for a principal that can "lead the charge" in bringing about a change in culture and expectations of the school community. The curriculum, instruction, and assessments have not been truly data driven and intentional. It is evident that there is a lack of a true intervention model to differentiate individual students' instruction and learning and to address their educational needs. There has not been a systematic process for analyzing student data to find and address the gap in curriculum until the 8-Step Process implementation this year. Implementation at Broad Ripple Magnet High School for the Arts and Humanities has been ineffective to date in impacting classroom instruction. Furthermore, professional development did occur, but was fragmented and areas of need were not strategically addressed. Also, effective professional development monitoring for incorporation of skills acquired did not occur by administration. Findings from *Student and School Data* results and *Root Causes*—

in addition to information gained through the *Self-Assessment of Practices in High-Performing Schools* survey, the school's *Leading Indicators* data and *Root Causes*, led to our decision to select the **TRANSFORMATION MODEL**. The transformation model will examine practices/strategies that will increase and sustain student academic achievement within a one to three year period of time. Below, we demonstrate our *implementation of the model requirements* and how they correspond to the data, findings, root causes analysis and self-assessment.

SCHOOL BACKGROUND INFORMATION:

Broad Ripple Magnet High School for the Arts and Humanities has been a valuable and important component in the Indianapolis Public School System and a landmark on the north side of Indianapolis since 1886. Our graduates number in the thousands, many of whom have assumed very prominent positions in the city and across the state. We are even nationally known because of the success of a 1965 graduate - Mr. David Letterman.

BRHS - Broader, Richer, Human Service. This acronym symbolizes the spirit of the staff, the students, and the parents of our school. Broad Ripple is a learning place, which offers an education for a diverse population. Broad Ripple is a school committed to excellence in its students and staff: a school where students will experience success and the appropriate preparation to become productive and responsive citizens.

Our mission is to serve our students by guiding and inspiring them to develop their artistic and academic gifts and discover their full potential for success in a diverse and competitive society, through a foundation based on a creative study of all arts and humanities.

The **Broad Ripple Magnet High School for the Arts and Humanities** offers four programs: Humanities, Performing Arts, Visual Arts, and Media Communications. All students at Broad Ripple Magnet High School are enrolled in the Humanities course of study. The **Humanities** curriculum is a college preparatory program based on integrated studies in the arts, literature, history and science. The Humanities program includes accelerated courses for each of the four years of study as well as internship, apprenticeship, and dual-credit opportunities in the senior year. Students who also select an arts magnet program are prepared not only for a college education as an arts major, but also are prepared to enter a professional career in their field of study.

Students in the Performing Arts participate in dance, theater and vocal or instrumental music, with courses offered in classical arts, jazz, musical theater and arts administration. The Performing Arts curriculum is a pre-professional curriculum involving intensive specialized instruction in a selected arts area. Students in the Visual Arts develop personal vision and technical proficiency in varied media including painting, drawing, printmaking, photography, ceramics, graphic design, sculpture, and digital design. Demonstrations, personal critiques, lectures, sketchbooks, research and portfolios are integral parts of each Visual Arts course. Students in the Media Communications program participate in areas of instruction in all aspects of telecommunications, radio, journalism and film production.

ELEMENTS OF THE TRANSFORMATION MODEL:

1. Develop Teacher & Leader Effectiveness—REPLACE THE PRINCIPAL

The new turnaround principal for **Broad Ripple Magnet School for the Arts and Humanities** (6-12), Mr. Michael Akers, was selected by the superintendent based on his instructional leadership and excellence in the area of instructional supervision and evaluation. Mr. Akers has been a secondary administrator for three years and has earned recognition for his ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the instructional conversation in order to move their instruction to a level that has increased student achievement. Mr. Akers has demonstrated in each of his administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of his school. He has begun the transition into his new role as the turnaround principal at Broad Ripple Magnet School in getting to know the Lead Partners, Scholastic and TNTP, and their tremendous work.

2. Develop Teacher & Leader Effectiveness—RIGOROUS, TRANSPARENT, AND EQUITABLE EVALUATION SYSTEM

Beginning in the 2012-2013 academic year, the Indianapolis Public Schools will utilize the Indiana Department of Education's new model evaluation and development system, **RISE**. RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically. **RISE** brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: www.riseindiana.org)

The **RISE** model complies with Senate Enrolled Act 1 states that evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

The administrators at **Broad Ripple Magnet High School for the Arts and Humanities** will attend four (4) ½ day trainings (scheduled in May 2012) and one (1) full day training (scheduled in July 2012) to receive a certificate of training completion.

Teacher understanding of the **RISE** evaluation and development system started in the spring of 2012 with information disseminated at principal meetings. Deeper and more complex training will take place in the summer of 2012 and at the beginning of the 2012-2013 academic year.

3. Develop Teacher & Leader Effectiveness—REWARDING OF SCHOOL LEADERS/TEACHERS/OTHER STAFF

The process to be used to identify and reward school administrators/instructional staff/non-instructional staff will begin with data collection as it pertains to:

- student performance;
- high quality informal walkthroughs;
- utilization of formative and summative assessments;
- growth in student data based on interim assessments;
- leadership capacity;
- implementation of career and college readiness;
- personal implementation of his/her professional growth plan;
- RISE Evaluation System (administrators & instructional staff);
- IPS Evaluation System (non-instructional staff).

Instructional and non-instructional staff that successfully implements their individual growth plan, as well as being successful on other data points, will have the opportunity to receive a stipend.

4. Develop Teacher & Leader Effectiveness—HIGH QUALITY, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

To design and deploy effective and sustainable job-embedded professional development, the IPS Coordinator of Professional Development & Professional Learning Communities will work closely with the administrative team and instructional staff at **Broad Ripple Magnet High School for the Arts and Humanities** to create a school culture of collaboration and a community of learners through the PLC process. The Coordinator of Professional Development & Professional Learning Communities will provide professional development leadership to the school through her expertise in systems thinking and in curriculum, instruction, and assessment. The Coordinator of Professional Development & Professional Learning Communities will build school capacity by developing and sustaining leadership through support and guidance to school leadership teams and whole-school faculty teams. Additionally, the Coordinator of Professional Development & Professional Learning Communities will provide a "linkage" between professional development and technology, integrating 21st Century Skills into the culture of the school.
Furthermore, the external partner at **Broad Ripple Magnet High School for the Arts and Humanities** will provide school-wide professional development to improve instruction with on-site (daily) instructional coaching and continue the rigorous work with Scholastic (LEAD PARTNER).

Four (4) Certified Teachers/Interventionists will be selected by the turnaround principal for full-time assignment at **Broad Ripple Magnet High School for the Arts and Humanities**. The Interventionists will be available to cover classroom instruction while classroom teachers observe the effective practices of their colleagues and participate in PLC's. Interventionists understand building routines and procedures and can ensure that learning continues while teachers are away from their classroom students. Additionally, the Interventionists will provide remediation. All student remediation needs will be intentionally designed and met in a timely manner. Interventionists will support efforts to fully implement the 8-Step Process in a manner that does not reduce core class time with students. The instruction will target student deficiencies as revealed by the formative assessments.

The Interventionists will be guided by the Differentiated and Special Education Coaches. The two (2) coaches will be selected by the principal to help guide the four Interventionists. Additionally, the Special Education Coach, in collaboration with the Differentiated Accountability (DA) Coach, will work with all staff to support differentiated instruction & professional development training and modeling.

Teach for America, Woodrow Wilson Scholars, New Teacher Project and Indianapolis Teaching Fellows will be among those recruited for these important positions. Throughout the school year, as staffing vacancies occur, the Interventionists will be in prime position to seamlessly assume those full-time teacher roles.

The SIG grant will allow us to hire a Project Manager to provide clerical support, assist with assessment and data reports, coordinate professional development, and prepare documents and schedules to meet federal, state, and local guidelines.

SIG funding will permit teachers to be paid stipends for curricular work to be performed during Intersessions, Summer Sessions, or outside of the school day.

Extending the One-to-One Learning Initiative will provide students in grades 6, 7, and 8--21st century skills. Students will need a digital device to be able to access online research sites and collaborate to complete projects. Teachers will require training to support in-class use of digital devices and an onsite Technology Coordinator will service and inventory equipment to keep technology up and running. Professional development will be provided by current IPS Technology Specialists, assisted by the new Technology Coordinator.

5. Develop Teacher & Leader Effectiveness—FINANCIAL INCENTIVES/PROMOTION/CAREER GROWTH/FLEXIBLE WORK CONDITIONS

This School Improvement Grant provides the opportunity for effective teachers to be identified as a "teacher leader". Identified teacher leaders at **Broad Ripple Magnet High School for the Arts and Humanities** will form the Teacher Advisory Leadership Committee (TALC) for the 2012-2013 academic year. The TALC members will attend an Instructional Leadership Institute to build a solid foundation of instructional leadership skills, such as:

- Create Individual Leadership Growth Plans with the support from leadership coaches. Leadership Growth Plans will continue to serve as benchmarks for growth and improvement efforts specific to a new cohort of participants. They will provide information to create actionable individualized plans that will foster building-wide leadership capacity and effective instruction;
- Facilitate development of individualized leadership growth plan for every member;
- Conduct monthly executive coaching for every leader to ensure progress toward the Leadership Growth Plan.

Teacher leaders will receive an annual extra service pay of $3,000 per year.

Additionally, Broad Ripple and the IPS Curriculum & Instructional Accountability Division will support issues and concerns from new teachers and newly hired teachers. An orientation program will include differentiated support for teachers who have been in the profession between one and five years. Content specific support will be available by the Curriculum & Instructional Accountability Content Director and Facilitators.

6. Increasing Learning Time and Creating Community-Oriented Schools—INCREASED LEARNING TIME

To truly *accelerate learning* for students who are far behind and for whom non-academic challenges are prevalent requires more time—with intense, targeted interventions provided by highly-effective instructors. Extended-time learning opportunities for students at **Broad Ripple Magnet High School for the Arts and Humanities** will consist of the following format:

- Two (2) hours, after school—Four (4) times per week
- Two Full-Weeks of Balanced Calendar Intersession:
  i. October 8, 2012 – October 12, 2012
  ii. March 25, 2012 – March 29, 2012
- 15 Days of Summer School

Only highly-effective teachers will be selected to provide extended-time learning opportunities for students. Those meeting selection criteria will be paid their hourly wages to provide (a) after-school instruction; and/or (b) during the additional Balanced Calendar Intersession school days. Teachers will be recruited for a variety of roles: Content Teachers (E/LA and Mathematics), Special Populations Teachers (ELL and Special Education), or Reading Specialists.

Based on students' performance on formative assessments (*Scrimmages* and Diagnostic Acuity *Benchmarks*) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content support for English/Language Arts and Mathematics.
For students at **Broad Ripple Magnet High School for the Arts and Humanities**, this support will be in addition to the targeted assistance received daily during the *8-Step Process* **"success" period**. A key element of the *8-Step Process* is the continuous use of data to determine which students have mastered content covered over a period of time, and which students need additional support.

During bi-monthly "Learning Log" meetings (part of the *8-Step Process*), teacher teams will review the results of formative assessments (*Scrimmages* & *Diagnostic Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute "success" periods.

Beginning after the first *Scrimmage* results are available, the increased learning time academic support program will operate from 2:30-4:30 p.m., Monday through Thursday for 27 weeks.

- SIG monies have been budgeted to support 11 teachers for Academic Support: 4 E/LA, 4 Math, 2 Special Education and 1 English Language Learner
- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring
- Transportation home following the extended-time learning will be provided to students participating in the program

Balanced Calendar Intersessions: Additional Days Added to the School Year
Beginning in the school year 2011-12, a new Balanced Calendar went into effect for Indianapolis Public Schools. Two scheduled breaks (called Intersessions) took place in the fall and spring. IPS used the Intersessions to extend learning for students who need additional remediation.

For the 2012-13 school year and continuing throughout the SIG three-year funding period, the district anticipates operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

7. Increasing Learning Time and Creating Community-Oriented Schools—FAMILY AND COMMUNITY ENGAGEMENT

Engage students in community outreach efforts—Involving Family and Community Engagement

To increase student voice and student engagement in the process, we propose the creation of a Student Advisory Leadership Committee (SALC) and suggest giving this group a specific mandate around community outreach and community awareness to ensure that the unique talents of the Broad Ripple student body are well known in the community. This initiative would include the following:

- Establish of a Student Advisory Leadership Committee (SALC)
  - This committee would have students represented from all grade levels at BR 6-12
  - Bi-weekly meetings before and/or after school
  - Students would have to apply for the position and be selected
  - Leadership Training would be on-going for these student leaders
- Training of the SALC in leadership/communication/outreach skills be a coach with skills in this area (SALC members will have a teacher mentor assigned for additional support)
- Development by the SALC (and teacher oversight) of a powerful plan for community outreach and for raising awareness of **BRMHS** in the local community
- Allocation of a budget to the SALC to enable its members to successfully carry out this plan
- Hiring of a Community Outreach Coordinator who would work with the Student Advisory Leadership Committee on the community outreach plan

In addition to outreach, the SALC would openly advise and work closely with administration to emphasize a voice for the schools' direction in fulfilling its Mission along with continually developing and expanding the vision as well as be involved in student recruitment and retention to their Magnet School.

8. Comprehensive Instructional Reform Strategies—EXTERNAL PROVIDER

IPS has selected *Scholastic Achievement Partner*s as its External Provider. Currently, *Scholastic Achievement Partners*, in collaboration with IDOE-LEAD PARTNERS, has implemented a series of targeted initiatives to improve instruction during the 2011-2012 academic year. To continue the progress and collaboration that the **Broad Ripple Magnet High School for the Arts and Humanities** has made, IPS would like to continue and enhance the scope of work with *Scholastic Achievement Partners* for the 2012-2013 academic year. The collaboration with *Scholastic Achievement Partners* is twofold:

1. Continue targeted initiatives that were started in the 2011-2012 academic year through the IDOE LEAD PARTNERS collaboration:

   a. School-Wide Professional Development to Improve Instruction
   b. Supplemental Professional Support to Deepen Math Instruction (to begin 2012-2013
   c. Continue and Expand Successful Academic Interventions for Students in Reading
   d. Introduce Academic Interventions for Students in Math (to begin 2012-2013)
   e. Deepen Building-Wide Leadership Capacity

2. Add additional initiates funded by the School Improvement Grant:

    a. Engage Students in Community Outreach Efforts
    b. Revised Process for Early Identification and Intervention with At-Risk Students
    c. Extend District's One-To-One Learning Initiative to the Middle Grades
    d. Intentionally design extended learning opportunities for our students
    e. Provide extensive professional development beyond the current scope of work
    f. Recruit and retain highly qualified AND effective faculty and staff

9. Comprehensive Instructional Reform Strategies—STUDENT DATA & DIFFERENTIATION OF INSTRUCTION

-Creation and training of Teacher Advisory Leadership Committee (TALC for ongoing review and monitoring of assessment data;
-Creation of a formal process for identifying at-risk students. This would include a summer leadership work session that would include the disaggregation of test scores from **BRMHS** (and feeder schools) and identification of students possibly in need of intervention support;
-Identifying and creating interventions for at-risk students, including enrollment in the literacy and math interventions noted elsewhere in this proposal, formal after-school tutoring, and more structured intervention as part of the existing "Success Period" structure in the school;
-Assignment of both student and teacher mentors for all "at risk" students. Student/teacher mentors would be required to meet with their mentees once a week during the first grading period, and would be available to provide advice, guidance, and supplemental academic support;
-As part of a Community Outreach initiative, we would also provide parent support groups for parents of those students who are on the cusp of failing, including Parenting Skills, How to Support Your Child -Workshops, and Parenting Expectations, College and Career Readiness;
-Every two weeks the TALC would review the progress of interventions implemented for at-risk students to ensure ongoing progress is being made.

10. Provide Operational Flexibility and Sustained Support—OPERATIONAL FLEXIBILITY

Operational flexibility has been granted to **Broad Ripple Magnet High School for the Arts and Humanities**. Because of its turnaround status, this School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist **Broad Ripple Magnet High School for the Arts and Humanities** students to achieve. Operational flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement. The building principal will have decision-making authority. The principal will utilize staff, within the confines of their certification, to best meet the academic needs of students.

11. Provide Operational Flexibility and Sustained Support—TECHNICAL ASSISTANCE & SUPPORT

Through the resources provided under the SIG grant, Indianapolis Public Schools (IPS) enters into a multi-year plan to turn around its persistently lowest-achieving schools. District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal. Supporting these schools in this effort, Dr. Li-Yen Johnson, the Associate Superintendent for Curriculum and Instruction will serve as Turnaround Officer. Mrs. Yvonne Rambo, is currently in her second year as the Director of Turnaround Schools. Mrs. Rambo guides and directs the Turnaround Office, which consists of three (3) content specialists and one (1) data specialist.

(2) *Describe how the Transformation model will create teacher, principal, and student change.*

Scholastic Achievement Partners, in collaboration with the Indiana Department of Education, Indianapolis Public Schools, the staff at **Broad Ripple Magnet High School for the Arts and Humanities**, and the Indianapolis Public Schools Curriculum & Instruction Division have implemented a series of targeted initiatives to improve instruction during the 2011-2012 school year. The goals of the comprehensive professional learning plan were focused on the following areas:

- Making rigor a reality
- Implementing key literacy strategies across all content areas
- Analyzing and using data to inform instructional decisions

For the 2012-2013 school year, *Scholastic Achievement Partners* will continue their collaboration with IDOE and IPS, along with adding the following goals and key action steps:

GOAL: Engage students in community outreach efforts

Phase 1 of BRMHS' school improvement effort was successful largely because of the active involvement of teacher-leaders in a Teacher Advisory Leadership Committee established to provide ongoing guidance and oversight of initiatives. To increase student voice and student engagement in the process, we propose the creation of a Student Advisory Leadership Committee (SALC) and suggest giving this group a specific mandate around community outreach and community awareness to ensure that the unique talents of the Broad Ripple student body are well known in the community. This initiative would include the following:

- Establish of a Student Advisory Leadership Committee (SALC)
    - This committee would have students represented from all grade levels at BR 6-12
    - Bi-weekly meetings before and/or after school
    - Students would have to apply for the position and be selected by TALC committee
- Training of the SALC in leadership/communication/outreach skills be a coach with skills in this area (SALC members will have a mentor who is a TALC member assigned for additional support);
- Development by the SALC (with TALC oversight) of a powerful plan for community outreach and for raising awareness of BRMHS in the local community;
- Allocation of a budget to the SALC to enable its members to successfully carry out this plan
- Hiring of a Community Outreach Coordinator (full time position) who would work with the SALC on the community outreach plan.

In addition to outreach, the SALC would openly advise and work closely with administration to emphasize a voice for the schools' direction in fulfilling its Mission along with continually developing and expanding the vision.

Key Action Steps:

- Identify SALC members and establish SALC
- Leadership Development provided and on-going
- Agree on charter/mission for SALC
- Hire Community Outreach Coordinator
- Assign TALC mentors to SALC members
- Create community outreach plan and budget for execution
- Execute community outreach plan

- Provide ongoing advice on school improvement initiatives

Goal: Revised process for early identification and intervention with at-risk students
Each year a significant number of **BRMHS** students must return to their home schools in the first semester due to the failure to maintain a C average during the first grading period. We feel that many of these students could be retained at **BRMHS** (where they are often better able to explore their passion for the arts) if there were a more robust system for early identification of problems and subsequent intervention. This initiative would include the following components:

- Creation of a formal process for identifying at-risk students. This would include a summer leadership work session that would include the disaggregation of test scores from **BRMHS** (and feeder schools) and identification of students possibly in need of intervention support using the "Early Warning Systems" Research;
- Identifying and creating interventions for at-risk students, including enrollment in the literacy and math interventions noted elsewhere in this proposal, formal after-school tutoring, and more structured intervention as part of the existing "Success Period" structure in the school;
- Assignment of both student and teacher mentors for all "at risk" students. Student/teacher mentors would be required to meet with their mentees once a week during the first grading period, and would be available to provide advice, guidance, and supplemental academic support;
- As part of a Community Outreach initiative, we would also provide parent support groups for parents of those students who are on the cusp of failing, including Parenting skills, How to Support Your Child Workshops, Career and College Readiness, and Parenting Expectations;
- Every two weeks the TALC would review the progress of interventions implemented for at-risk students to ensure ongoing progress is being made.

Key Action Steps:
- Establish data team to identify at-risk students
- Assign students to intervention based on need
- Establish new interventions that are part of this program (after-school tutoring, mentoring, creation of pacing guide and more structured interventions for Success Period)
- Train teachers to successfully implement interventions during extended learning time
- Implement parent support groups
- Monitor progress over time

Goal: Extend district's one to one learning initiative

BRMHS/IPS has successfully provided grade 9-12 students with NetBooks as part of an effort to introduce enhanced learning, technology literacy, and 21st century skills into classrooms. In 2012-2013 we propose extending this initiative to grades 6, 7, and 8 and to make sure teachers are provided with training, tools and resources to successfully leverage this investment in technology to enhance student learning. This initiative will include the following:

- Providing all grade 6, 7, and 8 students with Netbooks or other digital devices
- Hiring a technology/one-to-one learning consultant to review BRMHS curriculum, make recommendations for how technology can be integrated, and give suggestions for specific tools and online programs the school should consider adopting to maximize student achievement
- Incorporation of professional development about effective use of technology into the school wide "Professional Learning Plan". This may also include a focus on topics such as Brain-Based Learning and using technology to incorporate higher levels of Rigor and Relevance into instruction
- Support for the school in providing technical assistance to ensure all devices, infrastructure, and networking are in sound working order on a daily basis
- Meaningful involvement of students in the implementation of this initiative, by assigning to the SALC (described above) specific responsibility for setting usage policies and recommending the adoption of key technology based tools and curricular approaches

Our External Providers will help us create effective change at Broad Ripple Magnet High School. *Scholastic Achievement Partners* is organized around goals that are specific that must be addressed to achieve comprehensive professional learning plan.

C. LEA Capacity to Implement the Intervention Model

Instructions: Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		**Attached Budget** District and school leadership collaborated to identify areas of need, then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. The budget is aligned to the

			requirements of the Transformation model.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	**X**		**Attached Budget** Resources required supporting full and effective implementation of the transformation interventions are carefully calculated and calibrated in each budget line item. **Attached Resume & Job Descriptions** Credentials of support personnel are outlined in the attached resumes & job descriptions: *Dr. Li-Yen Johnson, Associate Superintendent of Curriculum & Instruction *Mrs. Yvonne Rambo, Director of Turnaround Schools *Mike Akers, New Principal of Broad Ripple *Turnaround Office Curriculum Support *Interventionist/Specialist Job Description
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	**X**		**Attached Budget** Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	**X**		**Attached Budget** The proposed annual budget is under two million per school and exceeds $50,000.
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	**X**		For the 2012-2013 academic year, IPS will apply for the SIG 1003(g) at one (1) of the 10 schools on the Tier I & Tier II list due to lack of capacity from the district and four (4) out of the 10 schools are Take-Over Schools from the IDOE.
6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for			The selection of External Partners (an on-going collaboration with the IDOE, *Scholastic Achievement Partners* and IPS), funded staff, extended-time initiatives, incentives for staff and students, professional development, one-on-one technology and every component proposed within this grant application are directly linked to the improvement of student academic achievement.

supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	**X**		**Associate Superintendent Resume** **Director of Turnaround School's Resume** **-Bio's of Turnaround Certified Staff** **Principal's Resume**
8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	**X**		**Teacher Commitment Letter** All teachers at IPS-SIG funded schools sign a commitment letter that included the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provided extended time for learning. The principal has assembled a group of team players who are proud of their school, accountable for their students, and willing to go the extra mile to ensure all are learning. In return, staff qualifies for financial incentives and possible career advancement.
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys*	**X**		**Prior to the LEAD PARTNER collaboration with IDOE and IPS, various meetings provided for all stakeholders:** -Sept. 13, 2011 (Initial kick off meeting with staff) -Sept. 13, 2011 (Parent/Community forum) -Nov. 14/16, 2011 (On-site visit and classroom obs.) -Nov. 17, 2011 (Parent/Community meeting)

• *Parent Focus Groups*			-Dec. 7, 2011 (Review of needs assessment with staff)
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	**X**		**Strategic Plan of the IPS Board for 2010-2015** Strategic Plan of the Indianapolis Public School Board for 2010-2015 school year included very strong and urgent student achievement data points for each school and for the district based on the accountability factors in the No Child Left Behind and Public Law 221. Dr. White produces weekly board notes, including updates on the progress of turnaround schools that are delivered to each of the Board Members. **See Attached Letter from School Board**
11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	**X**		Dr. Eugene White, Superintendent of Indianapolis Public Schools, has been a true champion for turnaround schools. He served as a turnaround principal in two of the most challenging high schools in Fort Wayne, Indiana, from 1990 to 1997. Armed with the level of urgency to escalate student outcomes, Dr. White directed his top level cabinet personnel (Deputy Superintendent and Associate Superintendent) to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools. Updates and progress check on the turnaround schools is an agenda item at the Superintendent's Cabinet meeting weekly. Dr. White has made it a priority of His Cabinet. The creation of an IPS Turnaround Office and the creation of the Director of Turnaround Schools position is further evidence of his support.

12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	**X**		**Teacher Union Assurance** During the superintendent's monthly Professional Relations Group meeting, the teachers' union leadership team member were informed regarding the various types of school improvement models and the list of schools qualifying for the models. **See Attached Letter from Union Representative**
13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* *External networking*	**X**		There are no limitations within IPS restricting principal searches to a designated region. Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated *Education Week*.
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	**X**		For the 2012-2013 academic year, IPS is entering Phase III of its multi-year plan to implement a School Improvement Model in its highest need schools. District administrators have been monitoring the performance of individuals under consideration as replacement principals for turnaround schools. Competencies were identified as to the skill set needed for successful leadership at a turnaround school.

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*	**X**		The following timeline details the monthly focus of the proposal for Year One. Year Two and Three will follow a similar path but specific topics for professional development will be dictated by data collected through the Quality Review and School Portfolio process.

Turnaround School Implementation Timeline
2012-2013 Academic Year

All elements of the turnaround plan are implemented in Year 1and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments (e.g., focus of professional development)

Time Period	Objective	Lead and Key Partners
June	**Scholastic Achievement Partners** (external partner) will begin the planning process with the district turnaround officer and director of turnaround schools	Dr. Johnson, Mrs. Rambo & Scholastic Achievement Partners
	IT Infrastructure: Upgrade to support additional technology	Wayne Hawkins, IT
	One-on-One Computers: Order technology	Purchasing Department (Vivian Fox from Curriculum will help until the Project Manager is hired.)
	Professional Development Teachers: Hire four (4) certified teachers to provide targeted intervention, and provide support for job-embedded professional development. Also, will release classroom teachers to permit teacher collaboration and professional development.	Mr. Akers, Principal
	Instructional Coaches/Specialist: Hire two (2) persons to facilitate data organization, communication, analysis, and application (ELA and SPED Content Specific). The coaches/specialist will oversee weekly data conversations will teachers in grade level PLCs.	Mr. Akers, Principal

	Project Manager: Hire a project manager to facilitate grant paper work and set up professional development with external partners & school (.5 FTE) **Technology Specialist:** Hire a non-instructional technology specialist to work with the one-to-one learning initiative **Community Outreach Coordinator:** Hire a community outreach coordinator to work with the student advisory leadership committee and the community outreach plan	Mr. Akers, Principal Mr. Akers, Principal Mr. Akers, Principal
July	**Instructional Leadership Institute**: Three (3) day training to build a solid foundation of instructional leadership skills for the Teacher Advisory Leadership Committee (TALC) **Math Professional Development**: Three (3) days of summer math institute on foundations of teaching math **Leadership Math Course:** One (1) day leadership course that will demonstrate effective math instruction to instructional leaders **Principal Training**: Two (2) days of training for vision setting, rituals and routines with staff	Scholastic Achievement Partners, Mr. Akers, Principal, Teacher Advisory Leadership Committee (TALC) Scholastic Achievement Partners Scholastic Achievement Partners, Mr. Akers & Administration Team, and Math Lead Teachers Mr. Akers, Principal and all instructional staff
August	**August 6, 2012:** Beginning of 2012-2013 academic year **PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training **Teacher Advisory Leadership Committee Meetings:** Leadership committee will meet weekly to monitor the progress of the school improvement **Coaching/Modeling/Monitoring**: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations. **Extended Time Learning**: Use assessment data for planning and implementation of extended time learning.	 Mr. Akers, Principal Scholastic Achievement Partners & Member of Leadership Committee (teachers) Scholastic Achievement Partners Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers

	Community Outreach Efforts: Creation of community outreach plan. **Diagnostic Assessment #1** will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions. **Monthly Process Check:** Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners Instructional Coach/Specialist Mrs. Rambo, Turnaround Director
September	**Math Professional Development**: One (1) day of content/pedagogy professional development for teachers that will follow up the math summer institute **PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training **Teacher Advisory Leadership Committee Meetings:** Leadership committee will meet weekly to monitor the progress of the school improvement **Formative/Interim Assessments:** IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions. **Coaching/Modeling/Monitoring**: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations. **Extended Time Learning**: Use assessment data for planning and implementation of extended time learning. **Community Outreach Efforts**: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives. **Monthly Process Check:** Process checks to monitor the implementation of all components of the grant by	Scholastic Achievement Partners Mr. Akers, Principal Scholastic Achievement Partners & Member of Leadership Committee (teachers) Mr. Akers, Principal Instructional Coaches/Specialist Scholastic Achievement Partners Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners Mrs. Rambo, Turnaround Office

	Turnaround Office.	
October	**Math Professional Development**: One (1) day of content/pedagogy professional development for teachers that will follow up the math summer institute	Scholastic Achievement Partners
	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Mr. Akers, Principal
	Teacher Advisory Leadership Committee Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	Scholastic Achievement Partners & Member of Leadership Committee (teachers)
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Mr. Akers, Principal Instructional Coaches/Specialist
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	Scholastic Achievement Partners
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers
	Community Outreach Efforts: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners
	Balanced Calendar Intersession: Five (5) days of intersession providing intensive intervention opportunities	Mr. Akers, Principal
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Mrs. Rambo, Turnaround Director
November	**PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Mr. Akers, Principal
	Teacher Advisory Leadership Committee Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	Scholastic Achievement Partners & Member of Leadership Committee (teachers)

	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Mr. Akers, Principal Instructional Coaches/Specialist
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	Scholastic Achievement Partners
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers
	Community Outreach Efforts: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Mrs. Rambo, Turnaround Director
December	**PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Mr. Akers, Principal
	Teacher Advisory Leadership Committee Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	Scholastic Achievement Partners & Member of Leadership Committee (teachers)
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	Scholastic Achievement Partners
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers
	Community Outreach Efforts: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners
	Diagnostic Assessment #2 will be administered with	Instructional Coach/Specialist

	disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions. **Monthly Process Check:** Process checks to monitor the implementation of all components of the grant by Turnaround Office. **Financial Incentives**: Calculate financial incentives based on performance	 Mrs. Rambo, Turnaround Director Mr. Akers, Principal & Mrs. Rambo, Turnaround Director
January	**PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training **Teacher Advisory Leadership Committee Meetings:** Leadership committee will meet weekly to monitor the progress of the school improvement **Formative/Interim Assessments:** IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions. **Coaching/Modeling/Monitoring**: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations. **Extended Time Learning**: Use assessment data for planning and implementation of extended time learning. **Community Outreach Efforts**: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives. **Monthly Process Check:** Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Mr. Akers, Principal Scholastic Achievement Partners & Member of Leadership Committee (teachers) Mr. Akers, Principal Instructional Coaches/Specialist Scholastic Achievement Partners Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners Mrs. Rambo, Turnaround Director
February	**PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training **Teacher Advisory Leadership Committee Meetings:**	Mr. Akers, Principal Scholastic Achievement Partners & Member of Leadership

	Leadership committee will meet weekly to monitor the progress of the school improvement **Formative/Interim Assessments:** IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions. **Coaching/Modeling/Monitoring**: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations. **Extended Time Learning**: Use assessment data for planning and implementation of extended time learning. **Community Outreach Efforts**: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives. **Monthly Process Check:** Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Committee (teachers) Mr. Akers, Principal Instructional Coaches/Specialist Scholastic Achievement Partners Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners Mrs. Rambo, Turnaround Director
March	**ISTEP+ Assessment (March/April)** will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer. **PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training **Teacher Advisory Leadership Committee Meetings:** Leadership committee will meet weekly to monitor the progress of the school improvement **Coaching/Modeling/Monitoring**: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations. **Extended Time Learning**: Use assessment data for	Teachers & Mr. Akers, Principal Mr. Akers, Principal Scholastic Achievement Partners & Member of Leadership Committee (teachers) Scholastic Achievement Partners Mr. Akers, Principal & Adm. Team

	planning and implementation of extended time learning.	Instructional Coaches/Specialist & Teachers
	Community Outreach Efforts: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners
	Diagnostic Assessment #3 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.	Instructional Coach/Specialist
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Mrs. Rambo, Turnaround Director
April	**ISTEP+ Assessment (March/April)** will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.	Teachers & Mr. Akers, Principal
	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Mr. Akers, Principal
	Teacher Advisory Leadership Committee Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	Scholastic Achievement Partners & Member of Leadership Committee (teachers)
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Mr. Akers, Principal Instructional Coaches/Specialist
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	Scholastic Achievement Partners
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers
	Community Outreach Efforts: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through	Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners

	incentives. **Monthly Process Check:** Process checks to monitor the implementation of all components of the grant by Turnaround Office.	 Mrs. Rambo, Turnaround Director
May	**PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training **Teacher Advisory Leadership Committee Meetings:** Leadership committee will meet weekly to monitor the progress of the school improvement **Formative/Interim Assessments:** IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions. **Coaching/Modeling/Monitoring**: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations. **Extended Time Learning**: Use assessment data for planning and implementation of extended time learning. **Community Outreach Efforts**: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives. **ECA** will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer. **Monthly Process Check:** Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Mr. Akers, Principal Scholastic Achievement Partners & Member of Leadership Committee (teachers) Mr. Akers, Principal Instructional Coaches/Specialist Scholastic Achievement Partners Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners Mr. Akers, Principal & Teachers Mrs. Rambo, Turnaround Director
June	**PLC's:** Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training **Teacher Advisory Leadership Committee Meetings:** Leadership committee will meet weekly to monitor the	Mr. Akers, Principal Scholastic Achievement Partners & Member of Leadership Committee (teachers)

	progress of the school improvement	
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	Scholastic Achievement Partners
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	Mr. Akers, Principal & Adm. Team Instructional Coaches/Specialist & Teachers
	Community Outreach Efforts: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Mr. Akers, Principal Community Outreach Coordinator Scholastic Achievement Partners
	Diagnostic Assessment #4 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.	Instructional Coach/Specialist
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Mrs. Rambo, Turnaround Director
	Financial Incentives: Calculate financial incentives based on performance	Mr. Akers, Principal & Mrs. Rambo, Turnaround Director

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	**X**		District staff has a high level of expertise and successful experience in research, and implementing the selected model as described below: The Turnaround Office (Director/Certified Specialist in DATA/ELA/Special Ed/ELL) has been created at the IPS District Office and is supported by the Curriculum & Instructional Accountability Division. Onsite visitation each week to monitor and support initiative implementation will be conducted by the Turnaround Office Specialist and Director of Turnaround Schools, with monthly process check at the school site.. In January 2011, a district-funded Turnaround Office was established for Indianapolis Public Schools. The Turnaround Director, Yvonne Rambo—selected as the 2010 *National Middle School Distinguished Educator of the Year*, was reassigned to this position. An experienced school leader,

			she fully understands the needs of high-poverty, low-achieving schools and has demonstrated her effectiveness in turning around school performance. (Her resume is attached in this proposal). To support the everyday needs of the turnaround principal and staff, highly-effective district-funded Specialists have been assigned to the Turnaround Office, including: Special Education Specialist, ELL Specialist and E/LA Specialist. A Data Specialist is also assigned to work specifically in support of turnaround schools. The Turnaround Director and turnaround principals report directly to the Associate Superintendent, Dr. Li-Yen Johnson who was instrumental in the application for and implementation of the IPS *Phase I & II of* SIG-funded turnaround schools: George Washington, John Marshall Community High Schools, Harshman Magnet Middle School, and Joyce Kilmer Elementary School #69. Dr. Johnson has the knowledge, determination and the authority to be responsive to issues that can impede success—particularly as they relate to personnel issues (hiring and firing of staff). She also plays an integral and ongoing role in the selection of and work provided by contracted External Partners.

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	**X**		In the fall of 2011, the Indiana Department of Education assigned Scholastic Achievement Partners as a LEAD PARTNER at **Broad Ripple Magnet High School for the Arts and Humanities**. Community meetings specific to State intervention have been convened by both Superintendent Eugene White and by State Superintendent of Public Instruction Tony Bennett. Listed below are the dates of the meetings: -Sept. 13, 2011 (Initial kick off meeting with staff) -Sept. 13, 2011 (Parent/Community forum) -Nov. 14/16, 2011 (On-site visit and classroom obs.) -Nov. 17, 2011 (Parent/Community meeting) -Dec. 7, 2011 (Review of needs assessment with staff)
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	**X**		The following document aligns federal, state, and local funding sources.

RESOURCE/ INTERVENTION	**FUNDING SOURCE**
District Scrimmages & Diagnostics Benchmarks	District
Differentiated Accountability Coach	Currently Title I--We have recommended this in SIG Grant
SPED Accountability Coach	Currently in the SPED Funds--We have recommended this in SIG Grant
Community Outreach Coordinator	SIG Grant
Project Manager	SIG Grant
Technology Support: • Student Laptops or Digital Devices • Wiring to Support Wireless Technology • Computer Specialist (non-certified)	SIG Grant
Professional Development (monies for summer PD and/or	SIG Grant

after-school training)	
IPS Data Warehouse	District
External Provider: Scholastic Achievement Partners	SIG Grant
District Turnaround Office (Director and Instructional Specialist)	District
Turnaround Officer	District
K-12 Curriculum Support (facilitators and/or directors)	District
Intersession Coordinator (secondary division)	District
Summer Staff Retreat	SIG Grant
Curriculum Development Stipends	SIG Grant
Interventionist (four certified teachers)	SIG Grant
Teacher/Leader Incentives & Compensation for Extended Time Learning	SIG Grant
Student Incentives	SIG Grant
Transportation: Bus for Extended Learning Time	SIG Grant/District

19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar* • *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators* • *A needs assessment has been completed to identify areas where extended time can be most effectively used* • *Increased learning time is structured as a vehicle to support differentiated learning*	**X**		Expanded Learning Time as described below. As a turnaround school, **Broad Ripple Magnet High School for the Arts and Humanities** will extend learning time for students. Using SIG funding, we will add two additional hours per day, four days per week, 27 weeks per year to the school day. IPS has recently changed its school calendar to permit Intersessions after the first and third nine-week quarters. These Intersessions will be ideal for providing intensive interventions to Tier 2 and 3 students needing extra time and instruction to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. Each Intersession will consist of five days—up to 7 hours

(ex:…) ○ *An additional block of time embedded into the school day* ○ *Summer enrichment/remediation* ○ *Saturday intervention* ○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			per day. IPS will also provide a three (3) week Summer Session.

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

Instructions:

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2012-13*.
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;	The Indianapolis Public Schools is committed to helping **Broad Ripple Magnet High School for the Arts and Humanities** implement the transformation model that will ensure that all students learn. We have analyzed the student and school data, student leading indicators, and the self-assessment of practice for high performing schools and agree that applying the proposed School Improvement Transformation Model will allow **Broad Ripple Magnet High School for the Arts and Humanities** to successfully sustain a supportive learning environment after the SIG funding period ends as a result of capacity building. In the fall of 2011, **Broad Ripple Magnet High School for the Arts and Humanities** implemented the 8-Step Process. Administrators were trained in the summer '11 by the Turnaround Director and Instructional Specialist. Faculty training took place during PLC's and principal meetings. The collaborative practice of school improvement is an on-going initiate. IPS has given its turnaround schools great organizational flexibility, and will continue that flexibility with the staff of **Broad Ripple Magnet High School for the Arts and Humanities**. IPS has provided the right people to affect the turnaround. Equipped with the newly created *Scrimmages*, *Diagnostics*, and data reports provided through the IPS data warehouse, **BRMHS** can sustain the effective use of data to plan instruction that will assist them in meeting their goals and allow IPS to closely monitor their success.

(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the	**Broad Ripple Magnet High School for the Arts and Humanities** will identify key leaders/teachers to become part of the Teacher Advisory Leadership Committee (TALC). **NOTE: The 2011-2012 cohort of Leadership Fellows that was created with Scholastic Achievement Partners will be part of the new TALC**. For the new members, conduct an Instructional Leadership Institute to build a solid foundation of instructional leadership skills: ○ Create (or update) Individual Leadership Growth Plans (LGPs) with the support of external partner leadership coaches. LGPs will continue to serve as benchmarks for growth and improvement efforts specific to a new cohort of participants. LGPs will provide information to create actionable individualized plans that will foster building-wide leadership capacity. ○ Facilitate development of individualized leadership growth plans for every TALC member ○ Conduct monthly executive coaching for every leader to ensure progress against Leadership Growth Plans Develop and implement an Instructional Leadership Institute for the 2011-2012 Cohort of Broad Ripple Leadership Fellows that focuses on: ○ Deepening knowledge and use of tools and mental models for sustaining and leading change with a special focus on student demographics, more complex demands for the emerging workforce, influences of new technologies, changing needs of second language learners and incorporating new approaches to educating students who are classified with special needs. ○ Expanding the repertoire of leadership skills to include a building-wide focus on LGP goals, adaptability, developing and sustaining distributive leadership and leadership teams (PLCs), strategically communicating to internal and external audiences, building community engagement and reflecting and adopting effective instructional leadership strategies and practices**.** ○ Defining and expanding school support systems that provide time for special education and general education teachers to collaboratively plan delivery of instruction together. ○ Conduct monthly executive coaching for every leader to ensure progress against Leadership Growth Plans. **Broad Ripple Magnet High School for the Arts and Humanities** is supported by the district standards-based formative/interim assessments, as well as Acuity Diagnostic Benchmarks. During PLC's, faculty of **BRMHS** analyze data to inform instruction, identify students in need of intervention, and assist in helping all students become self-directed learners. **BRMHS** has successfully provided grade 9-12 students with NetBooks as part of an

IDOE and/or USDE in accordance to timeline.	effort to introduce enhanced learning, technology literacy, and 21st century skills into classrooms. In 2012-2013, through SIG funding, **BRMHS** would like to extend this initiative to grades 6, 7, and 8 and make sure teachers are provided with training, tools and resources to successfully leverage this investment in technology to enhance student learning. This initiative will include the following: • Providing all grade 6, 7, and 8 students with a digital devices • Hiring a technology/one-to-one learning consultant to review BRMHS curriculum, make recommendations for how technology can be integrated, and give suggestions for specific tools and online programs the school should consider adopting to maximize student achievement • Incorporation of professional development about effective use of technology into the school wide "Professional Learning Plan". This may also include a focus on topics such as Brain-Based Learning and using technology to incorporate higher levels of Rigor and Relevance into instruction • Support for the school in providing technical assistance to ensure all devices, infrastructure, and networking are in sound working order on a daily basis • Meaningful involvement of students in the implementation of this initiative. The IPS Director of Turnaround will visit Broad Ripple on a regular basis to personally assess their progress. Mrs. Rambo will examine the data wall for timely data and review summaries of data meetings that identify school/teacher/student weaknesses. Scholastic Achievement Partners, an external provider, will provide support to help Broad Ripple with coaching and support for teachers and the principal. A Project Manager will assist Broad Ripple to submit all data/forms to IPS, IDOE, and/or USDE in accordance to timeline. The Project Manager will regularly ensure that documentation of meetings and communications are accurate, preserved, and filed in a timely manner.
Indicators of LEA Commitment	**Description of how this commitment was or will be completed**
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external***	*Scholastic Achievement Partners*, in collaboration with IDOE, Indianapolis Public Schools, and the staff at **Broad Ripple Magnet High School for the Arts and Humanities**, implemented a series of targeted initiatives to improve instruction during the 2011-2012 school year. The goals of the comprehensive professional learning plan were focused on the following areas: • Making rigor a reality • Implementing key literacy strategies across all content areas • Analyzing and using data to inform instructional decisions The professional learning model was designed to engage teachers and leaders in a collaborative community focusing on key instructional strategies that were aligned

provider quality which may include, but will not be limited to: (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and	with the district's mandated 5-5-3-3 map to improve student achievement. Professional development was delivered through a blended approach: online with *Scholastic U;* face-to-face training through PLC's and leadership training sessions; and with job-embedded instructional and leadership coaching focused on the goals identified above. The targeted, connected approach across all professional learning opportunities resulted in fostering a common vision about instructional excellence, as well as encouraged a common academic language and a set of strategies across the entire school to accelerate student achievement. **IPS & *Scholastic Achievement Partners*** recommends building upon the success and momentums established through this professional learning model and continue the partnership in the 2012-2013 academic year. Emphasis will be place on the following targets: • Continue to develop key instructional strategies selected from the district's 5-5-3-3 map (comprehension, vocabulary, writing, and test-taking strategies) • Increase emphasis on student engagement and rigor to prepare students for the higher demands of the Common Core State Standards and 21st Century skills • Incorporate math professional development within the professional learning plan to address both conceptual math as well as basic skills of computation and fluency • Continue efforts to analyze and effectively use data to monitor student performance and to inform instructional decisions • Continue and expand successful academic interventions for students in reading • Introduce academic intervention for students in math • Deepen Building-wide Leadership Capacity **New initiatives with *Scholastic Achievement Partners* to be implemented in the Transformation Model:** **1. Engage students in community outreach efforts** Phase 1 of **BRMHS'** school improvement effort was successful largely because of the active involvement of teacher-leaders in a Teacher Advisory Leadership Committee established to provide ongoing guidance and oversight of initiatives. To increase student voice and student engagement in the process, we propose the creation of a Student Advisory Leadership Committee (SALC) and suggest giving this group a specific mandate around community outreach and community awareness to ensure

reporting the results to the IDOE.
 	
(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),
 	
(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and
 	
(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.
	that the unique talents of the Broad Ripple student body are well known in the community. This initiative would include the following:
	• Establish of a Student Advisory Leadership Committee (SALC)
	  ○ This committee would have students represented from all grade levels at **BRMHS** 6-12
	  ○ Bi-weekly meetings before and/or after school
	  ○ Students would have to apply for the position and be selected by TALC committee
	• Training of the SALC in leadership/communication/ outreach skills be a coach with skills in this area (SALC members will have a mentor who is a TALC member assigned for additional support)
	• Development by the SALC (with TALC oversight) of a powerful plan for community outreach and for raising awareness of **BRMHS** in the local community
	• Allocation of a budget to the SALC to enable its members to successfully carry out this plan
	• Hiring of a Community Outreach Coordinator who would work with the SALC on the community outreach plan
	
	In addition to outreach, the SALC would openly advise and work closely with administration to emphasize a voice for the schools' direction in fulfilling its Mission along with continually developing and expanding the vision.
	
	2. Revised process for early identification and intervention with at-risk students
	Each year a significant number of **BRMHS** students must return to their home schools in the first semester due to the failure to maintain a C average during the first grading period. We feel that many of these students could be retained at **BRMHS** (where they are often better able to explore their passion for the arts) if there were a more robust system for early identification of problems and subsequent intervention. This initiative would include the following components:
	
	• Creation of a formal process for identifying at-risk students. This would include a summer leadership work session that would include the disaggregation of test scores from **BRMHS** (and feeder schools) and identification of students possibly in need of intervention support
	• Identifying and creating interventions for at-risk students, including enrollment in the literacy and math interventions noted elsewhere in this proposal, formal after-school tutoring, and more structured intervention as part of the existing "Success Period" structure in the school
	• Assignment of both student and teacher mentors for all "at risk" students.

	Student/teacher mentors would be required to meet with their mentees once a week during the first grading period, and would be available to provide advice, guidance, and supplemental academic support • As part of a Community Outreach initiative, we would also provide parent support groups for parents of those students who are on the cusp of failing, including Parenting skills, How to Support Your Child Workshops, and Parenting Expectations. • Every two weeks the TALC would review the progress of interventions implemented for at-risk students to ensure ongoing progress is being made. **3. Extend district's one to one learning initiative** **BRMHS** has successfully provided grade 9-12 students with NetBooks as part of an effort to introduce enhanced learning, technology literacy, and 21st century skills into classrooms. In 2012-2013 we propose extending this initiative to grades 6, 7, and 8 and make sure teachers are provided with training, tools and resources to successfully leverage this investment in technology to enhance student learning. This initiative will include the following: • Providing all grade 6, 7, and 8 students with a digital devices • Hiring a technology/one-to-one learning consultant to review **BRMHS** curriculum, make recommendations for how technology can be integrated, and give suggestions for specific tools and online programs the school should consider adopting to maximize student achievement • Incorporation of professional development about effective use of technology into the school wide "Professional Learning Plan". This may also include a focus on topics such as Brain-Based Learning and using technology to incorporate higher levels of Rigor and Relevance into instruction • Support for the school in providing technical assistance to ensure all devices, infrastructure, and networking are in sound working order on a daily basis • Meaningful involvement of students in the implementation of this initiative, by assigning to the SALC (described above) specific responsibility for setting usage policies and recommending the adoption of key technology based tools and curricular approaches **IPS Support** While IPS provides a Director of Turnaround Schools and a formal IPS Turnaround Office has been created at the district office, operational flexibility has been granted to **BRMHS** to continue to grow in a manner that is self directed without laying upon it the type of oversight typically seen as support. With our School leadership team in place, IPS will support the conditions and environment necessary to enable school autonomy.

	IPS will continue to closely monitor assessment data for **BRMHS**, communicate regularly with the principal, and provide support necessary to continue the pattern of increased academic achievement.
Indicators of LEA Commitment	**Description of how this commitment was or will be completed**
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an <u>academic support</u> capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time	**<u>IPS Academic Support</u>** Beginning with the 2011-2012 academic school year, all content teachers in the turnaround schools are accountable for: (a) using ***Instructional Calendars*** (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform **formative assessments** (*Scrimmages*) and quarterly assessments (*Diagnostics*/Benchmarks); (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices. • Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing) covering four *Instructional Cycles* across the school year. • Within each cycle, (each 9-weeks of the school year), identified standards will be taught with *Scrimmage* assessments administered at the end of each 9-week period. Daily lessons prepare students for the *Scrimmage* tests. • *Scrimmage* is a uniform, formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers). (NOTE: INSTRUCTIONAL SPECIALISTS CAN SCORE THE SCRIMMAGES) • Disaggregated results are back to teachers within two days. *Scrimmage* data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills. • Additionally, quarterly *Predictor Assessment for grades 6, 7, 8 and Diagnostic* Assessments for grades 9 through 12 are given to students. These diagnostic assessments gauge students' progress in mastering standards to be assessed on

allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	ISTEP+ and End of Course Assessments. • 8-Step Process: As part of the 8-Step Process, by-monthly Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze Scrimmage and Diagnostic Benchmark results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods. Each new *Instructional Cycle* (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught standards. IPS has changed the school calendar so that students attend in nine-week blocks that are followed by intersessions which will allow Broad Ripple students to continue learning year round. Intersession and Summer Session instruction will be provided in core academic subjects by certified teachers, and approaches will vary according to student needs. **IPS Monitoring and On Site Presence** The Director of Turnaround Schools will be onsite at **BRMHS** regularly to monitor the progress of the transformation model.
Indicators of LEA Commitment	**Description of how this action was or will be completed**
***4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively*.**	

The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:

(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;

(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and

(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:

(i) school administrator and staff hiring practices;

(ii) school administrator and staff transfer procedures;

(iii) school administrator and staff dismissal procedures;

Creation of the Director of Turnaround Schools

Dr. Eugene White, Superintendent of IPS, appointed Dr. Johnson as the Turnaround Officer. Under the direction of Dr. Johnson, Mrs. Yvonne Rambo became the Director of Turnaround Schools in the Spring '11. Mrs. Yvonne Rambo signals the district's commitment to supporting the important work of this school improvement initiative. While turnaround principals are charged with making significant achievement rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen. Principals at SIG funded schools have increased flexibility—not available to other schools—that give turnaround principals the authority to remove ineffective teachers (across the school year) and the Turnaround Director will enable the responsive action needed to enact necessary changes.

Throughout the SIG grant period, the Turnaround Director will work closely with the Principal and the external providers to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement.

Dr. Li-Yen Johnson's and Mrs. Yvonne Rambo's resume are attached.

New Evaluation and Documentation System: RISE

Beginning in the 2012-2013 academic year, the Indianapolis Public Schools will utilize the Indiana Department of Education's new model evaluation and development system, **RISE**. RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically. **RISE** brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: www.riseindiana.org)

The **RISE** model complies with Senate Enrolled Act 1 that evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.
- **There are four summative rating levels in RISE.**

Effective	**Effective:**	**Improvement**	**Ineffective:**

(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]

(v) school administrator and staff rewards for increased student achievement and/or graduation rate;

(vi) school administrator and staff recruitment, placement and retention procedures ; and

(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.

Highly Effective Highly Effective: Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.	Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.	**Necessary:** Room for growth in professional practice, student achievement and professional contribution to school or corporation.	Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation

- Evaluators use the Teacher Effectiveness Rubric to rate a teacher at the end of the year using a four step process. The last two steps convert domain ratings to a final, overall Professional Practice rating. Each of the three possible measures of student learning will receive 1 – 4 rating. Teachers fall into one of three groups for the purpose of calculating a summative rating. Each group uses a different weighting scheme. The weighted score determines the final rating. (See chart below for overview of the Teacher Effectiveness Rubric.)

Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

Domain 3: Leadership

3.1 Contribute to School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

- A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher removal decisions in one or two weeks.
- Turnaround principals will have the authority to remove ineffective teachers, across the school year (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.
- The Director of Turnaround Schools, Mrs. Rambo, has given all turnaround

	principals the authority to select (not be assigned) their SIG-funded, full-time Interventionist teachers (these teachers instruct classes, while teachers participate in job-embedded professional development and conduct remediation). The principal has been given responsibility to hire staff for all positions. • A three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. Across the school year, turnaround principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from BRMHS within two weeks. • The Director of Turnaround Schools will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional protocols in place for non-turnaround schools. • The turnaround principal and the Director of Turnaround Schools will develop and implement a **recruitment initiative**, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school. • Monthly Process Checks between the Director of Turnaround Schools and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround leadership, teachers' capacity to impact student impact, and the accountability of critical central office divisions.
Indicators of LEA Commitment	**Description of how this action was or will be completed**
5. *Sustain the model after the funding period ends.*	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational	The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels: (a) Findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider will be reviewed by the Director of Turnaround Schools and the turnaround principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Director of Turnaround Schools will support the turnaround principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the principal of BRMHS will be held accountable for maintaining fidelity to the model as described in this proposal; (b) To keep key leadership apprised of turnaround school progress and to solicit their input and continuous support, data findings will be: • Reported to the Associated Superintendent and Superintendent • shared at weekly superintendent's cabinet meetings • periodically updated in the superintendent's *Weekly School Board Notes* • reported quarterly to the School Board *Education Committee* (c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement; and (d) Findings from *Phase I* & II turnaround schools will offer subsequent intervention schools with invaluable "lessons learned," as the next round of intervention schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates. In addition, monthly process checks with the Director of Turnaround Schools, Mrs. Rambo, and BRMHS will keep all apprised of implementation results. Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, State and federal resources will be repurposed to sustain effective SIG grant initiatives. Each aspect of the implementation process and the system of supports contained in the proposal is designed to develop capacity for sustained improvement at BRMHS.

improvement;

(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;

(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;

(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;

(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem solving and decision making that supports short term and long term educational fidelity;

(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;

As indicated in the alignment of resources chart below, a plan to sustain reforms is in place.

Professional development training provided by our external provider	Internal capacity at **BRMHS** will be built to locally-provide and sustain training needs.
Professional Development for Classroom Teachers, 4 full-time Intervention Specialists, (providing release time for classroom teachers' job-embedded PD and PLC's, a fulltime SPED Coach and a full-time DA Coach	At the conclusion of the grant funding Instructional Specialists Potential funding source: Title I. It is anticipated that fewer Instructional Specialists will be required as the culture of performance is raised as an expectation and teachers develop more finely turned skills of differentiating instruction. Potential funding source for SPED Coach: Special Education funding
Performance-based financial awards	Competitive grant application to the U.S. Department of Education TIF--Teacher Incentive Funds
Extended-Time Learning costs for teachers and transportation	Allowable costs under Title I
Technology	Technology grants (Innovative Grant)
External Provider, Quality Reviews, and Project Manager	Capacity gain should enable us to continue practices acquired. With an established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.

(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

Instructions:

1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only*.
2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
3) **Complete the table for only the model that the school will implement.**
4) If the improvement model will not be implemented, check "We will not implement this model."
5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

☐ We will implement this model. ☑ **We will not implement this model**

Transformation Model

☑ **We will implement this model.** ☐ We will not implement this model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior*	Principal was appointed by the Superintendent.	-Dr. Eugene White, Superintendent of IPS	March 2012

to implementing the model.			
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	Training of the administrative team at **BRMHS**—Full implementation of the new **RISE Evaluation and Development System** beginning in August 2012.	-District Level Trainer -Principal -Administrative Team	Training on May 22, 24, 29, 31, & July 26, 2012 -Training of Staff -Implement evaluation system starting August 2012
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.*	Develop Reward Rubric for Financial Incentives	-Dr. Li-Yen Johnson, Associate Superintendent -Mrs. Yvonne Rambo, Director of Turnaround Schools -Principal	July 2012

4. *Provide high quality, job-embedded professional development.*	Develop Professional Development Plan	-Principal -Instructional Specialist/Coach -SPED Coach	Create the PD plan in July 2012 for the 2012-2013 Academic Year (with revision in June 2013 for the next year)
5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	Develop Recruitment Initiative Develop Teacher Leader Incentive Plan	-Dr. Li-Yen Johnson, Associate Superintendent -Mrs. Yvonne Rambo, Director of Turnaround Schools -Principal	Create the recruit/retain staff plan in July 2012 for the 2012-2013 Academic Year (with revisions each June for the next year)
6. *Provide increased learning time for students and staff.*	Extended-Time Learning: 2 hours per day/4 days per wk/27 wks per year Balanced Calendar Intersession: Intersession (one week) in October and March Summer School: Three week period at the end of 2012-2013 academic year	-Principal -Instructional Specialist/Coach -SPED Coach -IPS Intersession Specialist (secondary division)	August 2012 – June 2013 (with revisions each June for the next year)
7. *Use data to*	Implementation of the 8-Step	-Principal	August 2012 –

implement an aligned instructional program.	Process: During bi-monthly "Learning Log" meetings (part of the *8-Step Process*), teacher teams will review the results of formative assessments (*Scrimmages* & *Diagnostic Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute "Success" periods.	-Instructional Specialist/Coach -SPED Coach	June 2013 (with revisions each June for the next year)
8. *Promote the use of data to inform and differentiate instruction.*	Bi-Monthly Professional Learning Communities (PLC's): Vertical and horizontal team planning	-Principal -Instructional Specialist/Coach -SPED Coach	August 2012 – June 2013 (with revisions each June for the next year)
9. *Provide mechanisms for family and community engagement.*	To increase student voice and student engagement, BRMHS will create a Student Advisory Leadership Committee (SALC) and suggest giving this group a specific mandate around community outreach and community awareness to ensure that the unique talents of the Broad Ripple student body are well known in the	-Principal -Community Outreach Coordinator	August 2012 – June 2013 (with revisions each June for the next year)

	community. This initiative would include the following:
	• Establish of a Student Advisory Leadership Committee (SALC)
	  ○ This committee would have students represented from all grade levels at BR 6-12
	  ○ Bi-weekly meetings before and/or after school
	  ○ Students would have to apply for the position and be selected by TALC committee
	• Training of the SALC in leadership/communication/outreach skills be a coach with skills in this area (SALC members will have a mentor who is a TALC member assigned for additional support)
	• Development by the SALC (with TALC oversight) of a powerful plan for community outreach and for raising awareness of BRMHS in the local community
	• Allocation of a budget to the SALC to enable its members to successfully carry out this plan
	• Hiring of a Community Outreach Coordinator (full time position) who would work with the SALC on the community outreach plan
	
	In addition to outreach, the SALC would openly advise and work		

	closely with administration to emphasize a voice for the schools' direction in fulfilling its Mission along with continually developing and expanding the vision. *Key Action Steps*: · Identify SALC members and establish SALC · Agree on charter/mission for SALC · Hire Community Outreach Coordinator · Assign TALC mentors to SALC members · Create community outreach plan and budget for execution · Execute community outreach plan · Provide ongoing advice on school improvement initiatives		
10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	Operational flexibility has been granted to **Broad Ripple Magnet High School for the Arts and Humanities**. Because of its turnaround status, this School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist **Broad Ripple Magnet**	-Dr. Li-Yen Johnson, Associate Superintendent -Mrs. Yvonne Rambo, Director of Turnaround Schools	August 2012 – June 2013 (with revisions each June for the next year)

	High School for the Arts and Humanities students to achieve. Operation flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement.		
11.LEA and, SEA supports school with ongoing, intensive technical assistance and support.	District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.	-Dr. Li-Yen Johnson, Associate Superintendent -Mrs. Yvonne Rambo, Director of Turnaround Schools -Turnaround Office (specialist)	August 2012 – June 2013 (with revisions each June for the next year)

If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The new turnaround principal for Broad Ripple Magnet School for the Arts & Humanities (6-12), Mr. Michael Akers, was selected by the superintendent based on his instructional leadership and excellence in the area of instructional supervision and evaluation. Mr. Akers has been a secondary administrator for 3 years and has earned recognition for his ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the instructional conversation in order to move their instruction to a level that has increased student achievement. Mr. Akers has demonstrated in each of his administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of his school. He has begun the transition into his new role as the turnaround principal at Broad Ripple Magnet School in getting to know the Lead Partners, Scholastic and TNTP, and their tremendous work.

Restart Model

☐ We will implement this model. ☑ **We will not implement this model.**

School Closure

☐ We will implement this model. ☑ **We will not implement this model.**

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. ***All*** the elements of the selected intervention model are included.	**X**	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	**X**	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2012-2013 school year.	**X**	

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
   - One English/language arts goal for "all students."
   - One mathematics goal for "all students."
   - For examples of goals, see guidance document, H-25, p. 41.
3) Schools serving students in grade 12 must also include a goal related to graduation.
4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals: Broad Ripple Magnet High School for Arts and Humanities**		
	SY 2011-2012	**SY 2012-2013**	**SY 2013-2014**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
Graduation Rate: 77.9%	**80% of students graduate from High School**	**82% of students graduate from High School**	**85% of students graduate from High School**
End of Course Assessment English 10: 51.5% Algebra I: 62.3%	**55% of students will pass English 10; 65% of students will pass Algebra I**	**60% of students will pass English 10; 67% of students will pass Algebra I**	**65% of students will pass English 10; 70% of students will pass Algebra I**
ISTEP+: Grade 7-8 E/LA: 62.1% Math: 59.7%	**65% of students will pass English/LA; 62% of students will pass Math**	**67% of students will pass English/LA; 65% of students will pass Math**	**70% of students will pass English/LA; 68% of students will pass Math**
ISTEP+: Grade 6 E/LA: 60.5% Math: 63.0%	**63% of students will pass English/LA ; 65% of students will pass Math**	**67% of students will pass English/LA; 67% of students will pass Math**	**70% of students will pass English/LA; 70% of students will pass Math**

II: Budget—See attached document.