

## Implementation of Turnaround Model-George Washington Community High School

➤ **Instructions:**

- 1) Using the tables provided, develop a detailed 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).
- 2) For how the descriptions will be scored, see the attached Turnaround Intervention Model scoring rubric.

**Turnaround Model**

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>	<p>Operational flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.</p> <ul style="list-style-type: none"> <li>• Turnaround principals have broader authority and flexibility in filling vacancies and are not bound by current IPS Human Resource Processes.</li> <li>• Turnaround principals posted their vacancies ahead of the IPS timeline for posting vacancies and interviewing candidates.</li> <li>• Turnaround principals attended staffing meetings with HR one month in advance of the other IPS schools in order to determine staffing allocations.</li> <li>• Status of existing teachers at the turnaround schools is determined to make removal decisions in one to two weeks.</li> <li>• Turnaround principals give existing staff the option</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of Turnaround Schools</li> <li>• Associate Superintendent</li> <li>• Human Resources</li> </ul>	Entire School Year

	<p>of requesting administrative transfers which would be automatically granted, unlike other IPS situations.</p> <ul style="list-style-type: none"> <li>• Turnaround principals are able to interview and select teachers from outside the district as well as teachers within the district, unlike other IPS schools.</li> <li>• Vacancies in the turnaround schools will go through a posting process to allow schools to attract the best and the brightest, including teaching fellows from organizations such as Teach for America, Indianapolis Teaching Fellows and the Woodrow Wilson Fellows.</li> <li>• Turnaround principals have the authority to remove ineffective teachers throughout the school year, unlike other IPS schools. The Director of Turnaround Schools and the Associate Superintendent works with Human Resources and the principal to enable responsive action as needed.</li> </ul>		
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>	<p>The principals screen and select their current staffs. They retain only staff members that demonstrate a necessary level of commitment and efficacy. All instructional staff members are evaluated based on multiple measures including both measures of student performance and measures of teacher proficiencies.</p> <p>Teaching staff is evaluated based on Charlotte Danielson’s A Framework for Teaching, 2<sup>nd</sup> Edition, Evaluate Teachers’ Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. Effectiveness is also measured by the degree of each teacher’s implementation of the building initiatives driving literacy across content areas.</p> <p>Student assessment performance measures included:</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Human Resources</li> <li>• Director of Turnaround Schools</li> </ul>	<p>March 2010 - May 2013</p>

	benchmarks; scrimmages; ECA scores; ISTEP+ scores		
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p>As a turnaround school, responsible for dramatically changing instructional practices that will significantly influence increased student achievement and graduation rates, the most critical factor to this success is the effectiveness of the leadership and the instructional staff. Recruitment, retention, and development of this staff are imperative in this endeavor.</p> <p>The financial and programmatic supports available through the SIG funding play a vital role in supporting that work. The significant professional development opportunities and new tools afforded the turnaround school staff as a result of the SIG funding – as well as extended-time learning opportunities for the students we serve – contributes to staffs’ ability to positively impact student achievement.</p> <p><b><u>Support for new and struggling teachers is an important component of this work. Overall strategies for supporting these individuals include:</u></b></p> <ul style="list-style-type: none"> <li>• Turnaround building administrators conduct weekly instructional rounds and provide feedback relevant to teachers’ effective practices and areas requiring continued development.</li> <li>• Instructional Leadership Team members will be involved in developing instructional observation strategies and will conduct peer instructional rounds and feedback.</li> <li>• Struggling teachers will be given opportunities for support to improve their practices (or be directed to obtain support) via both job-embedded professional development as well as professional development conducted outside the regular school day.</li> <li>• Through the use of the building Cadre teachers,</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Curriculum &amp; Instruction Division</li> <li>• Director of Turnaround Schools</li> </ul>	<p>August 2010 – May 2013</p>

	<p>classroom teachers are released to increase their competencies by participating in professional development. There will be monthly “Learning Log” meetings (8 Step Process) conducted by the principal and DA coach at the turnaround school to interpret formative assessment data and to develop remediation and enrichment strategies for students.</p> <ul style="list-style-type: none"><li>• Modeling for teachers will take place and be conducted by content instructional coaches, DA coach funded through the SIG grant, consultants funded through the SIG funds and district instructional facilitators.</li><li>• Teachers are able to observe other exceptional teachers’ instruction through classroom release time provided by the Teacher Cadre.</li><li>• Teachers at the turnaround school will begin their school year by returning 10-15 days earlier than other IPS schools. Targeted Professional Development will occur during these paid days in the instructional areas identified by the principal and the leadership team. Content of the professional development is determined by the student achievement data and the instructional initiatives identified to increase student achievement. (Reading Apprenticeship, Instructional Technology, Literacy, 8 Step Process, Cultural Competency, Effective Instructional Blocks, Differentiation, Engagement, Special Education and ENL)</li><li>• Weekly Professional Learning Communities (PLC’s) are conducted based on instructional observation data and student achievement data.</li><li>• Common planning time is scheduled daily to encourage collaborative efforts among colleagues in</li></ul>		
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	<p>the development of instructional lessons and strategies.</p> <p><b><u>Strategies to retain the most effective staff include:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers have opportunities to earn additional hourly pay for instruction provided during after school, extended school year and for participation in professional development.</li> <li>• Differentiated financial incentives, up to \$5000 annually, are available for teachers meeting student and individual performance goals.</li> <li>• Turnaround principals have identified five (5) promising teachers to participate in ongoing, targeted professional development as future turnaround leaders. These emerging leaders will benefit from extended-time learning provided by district and external experts – both inside and outside of the district. The SIG funds provide 40 paid hours for this leadership professional development.</li> <li>• A recruitment bonus has been developed and implemented to aggressively recruit and retain highly -qualified, talented teachers to join the turnaround teams.</li> </ul>		
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>A particular strength of the turnaround strategy is the creation and involvement of the SIG-funded Cadre Teachers. The Cadre Teachers are certified teachers who are experienced and respected professionals. They are an integral part of the turnaround school’s staff and participate in all staff professional development and have complete understanding of building routines and procedures and can ensure that learning continues while classroom teachers are away from their students. They are permanently assigned to the turnaround school to support continuous job-</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Curriculum &amp; Instruction Division</li> <li>• Director of Turnaround Schools</li> </ul>	<p>Summer 2010 – May 2013</p>

	<p>embedded professional development of turnaround teachers. These cadre teachers are selected by the turnaround principal.</p> <p>Differentiated Accountability Coaches are selected, directed and evaluated by the turnaround principals. The DA Coach serves as a full time instructional and data coach for the turnaround school. The DA Coach has demonstrated skills in the following areas:</p> <ul style="list-style-type: none"><li>- Data: Reading, interpreting and applying data to determine appropriate instruction with the ability to teach others to do it the same.</li><li>- Literacy</li><li>- Instructional Practices including Differentiation, Engagement, and the Design of Student Work</li><li>- Modeling and Collaboration</li><li>- Skilled Observations</li><li>- Professional Development</li></ul> <p>Professional Development to support the DA Coach will be provided by external experts in the areas determined by the turnaround principal. DA Coaches will participate and become proficient in the instructional initiatives of the turnaround school, including the 8 Step Process.</p> <p>Job Embedded Professional Development for teachers is provided in the following ways:</p> <ul style="list-style-type: none"><li>- Weekly PLC's with a targeted agenda based on student achievement data and/or instructional observation data.</li><li>- Learning Log meetings held monthly as a part of the 8 Step Process.</li><li>- External Providers with expertise in the areas of Literacy, Differentiation, Student Work</li></ul>		
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	<p>and Block Schedule Instruction, Achieve 3000, Reading Apprenticeship, Technology Based Instruction, Special Education, Cultural Competency, Classroom Management and ENL instruction will provide professional development opportunities monthly to teachers, during the school day, in the classrooms modeling, coaching, reflecting and assessing.</p> <ul style="list-style-type: none"> <li>- Observations take place in colleagues' classrooms as they model innovative and effective strategies for their peers.</li> <li>- Professional development plans will be developed for each teacher that are specific to the needs and strengths of the individual teacher. These differentiated plans will be developed collaboratively with the teacher and the administrator to enhance the teacher's daily practice and impacting their students' achievement.</li> </ul>		
<p>5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i></p>	<p>With the addition of 5 more turnaround schools for the 2011-2012 school year, a Turnaround Office has been established. This office is physically housed within the district's administration building. The district is fully committed to supporting the important work of the turnaround initiative in our SIG funded schools and the 5 additional schools. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance and continuation 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.</p>	<ul style="list-style-type: none"> <li>• Associate Superintendent</li> </ul>	<p>January 2011</p>

	<p>The principal will be supported by the district through a direct-report to the district Turnaround Officer who is the Associate Superintendent, and the newly appointed Director of Turnaround Schools. This enables relief from the traditional organizational structures that exist in the nation's largest and most complex educational systems. When barriers to accomplishing needed reform are encountered, the Director of Turnaround Schools and the Associate Superintendent will intervene to clear those obstacles.</p> <p>The Director of Turnaround Schools was selected based on her proven track record of increasing student achievement in 2 of the lowest performing schools in the state. She is nationally recognized as the recipient of the 2010 National Middle School Educator of the Year for her aggressive reform efforts and innovative approaches to professional development, teacher evaluation and retention and for designing equitable educational opportunities for all students.</p> <p>The Turnaround Office also employs a staff of four instructional specialists, selected by the Director of Turnaround Schools and the Associate Superintendent based on their proven track records in acting as the change agents in low-performing schools and their expertise in their specialty areas.</p> <p>The 4 highly qualified specialists are proven master teachers in the areas of: Special Education, ENL Instruction, Instructional Technology Integration, and Data-Driven Instruction.</p>		
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	<p>Turnaround Schools will access the Turnaround Director and the Specialists to provide professional development, modeling, coaching, mentoring and support for their teaching staffs. The District Turnaround Office, under the direction of the Associate Superintendent, provides instructional and procedural expertise to the turnaround teaching staffs and administrative teams.</p> <p>Throughout the SIG grant, the Director of Turnaround Schools will work closely with each of the Turnaround School's external provider(s) to support identified leadership and instructional improvements that will positively impact the work of the turnaround schools to dramatically increase student achievement and graduation rates.</p> <p>The Director of Turnaround Schools will be in the schools bi-weekly to observe instructional practices, collect findings that will contribute to the turnaround principals' evaluation and continued growth toward increased student achievement as well as helping turnaround principals address barriers to the turnaround efforts.</p>		
<p>6. <i>Use data to implement an aligned instructional program.</i></p>	<p>Key findings from triangulated data revealed that a lack of a uniform accountability system for what would be taught, how students' progress in attaining required skills throughout the school year would be monitored and what would be done to adjust instruction to meet students' needs were identified. The 8 Step Process has been identified as the primary vehicle that will inform the turnaround schools' practice to impact student achievement and influence instructional practice.</p> <p>All content teachers in the turnaround schools are accountable for: (a) using the Instructional Calendars to</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Curriculum &amp; Instruction Division</li> <li>• Director of Turnaround Schools</li> </ul>	<p>Summer 2010 – May 2013</p>

	<p>focus instruction on identified Indiana Academic Standards; (b) administering uniform 3-week formative assessments (scrimmages) and quarterly assessments (diagnostic benchmarks); (c) using formative assessment results to adjust instruction and provide targeted interventions through the implementation of learning log meetings conducted by the turnaround principal, test talks with every student quarterly, and students being staffed into the appropriate success periods to provide maintenance, enrichment or remediation.</p> <p>ACHIEVE 3000 is also implemented to provide supplemental, differentiated lessons and materials for all content teachers.</p> <p>Teaching staff also participate and implement professional development trainings to increase instructional competencies to effectively use data to inform classroom practices.</p>		
<p>7. <i>Promote the use of data to inform and differentiated instruction.</i></p>	<p>The implementation of the 8 Step Process will begin in the spring of 2011. Training for this process is provided by the DOE and the turnaround principals selected a team of teachers and administrators to receive the training and implement the training in their turnaround schools. In August, 2011 all students attending a turnaround school will also have a Data Resume. The resumes are tools that indicate achievement data specific to each student and facilitates goal setting conferences quarterly (test talks) with each student and a staff member. As a result of these test talks, students' learning opportunities will be tailored to their academic strengths and weaknesses.</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Curriculum &amp; Instruction Division</li> <li>• Director of Turnaround Schools</li> </ul>	<p>February 2011 – May 2013</p>
<p>8. <i>Provide increased learning time for students and staff.</i></p>	<p><b><u>EXTENDED LEARNING TIME FOR STAFF</u></b> Beyond required job-embedded professional development</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of Turnaround</li> </ul>	<p>August 2010- May2013</p>

	<p>opportunities, other turnaround strategies require teacher training beyond the school day, week or year. Job-embedded PD (during school hours) is generally provided weekly, in 1 hour increments – enabled as Cadre Teachers cover classroom instruction and via PLC times.</p> <ul style="list-style-type: none"><li>• Weekly, DA Coach meets with the subject area teacher teams to utilize data results to adjust instructional practices, share best practices, support instructional initiatives (Reading Apprenticeship for example) and identify student intervention needs.</li><li>• District level content facilitators further support professional development and support initiatives associated with WestEd Reading Apprenticeship and Achieve 3000 initiatives.</li><li>• Weekly, Professional Learning Communities (PLC's) meetings are held for content area teams and interdisciplinary teams to develop common language and practices and to institute effective strategies across curricular areas. Targeted areas of focus are based on needs assessment data findings and formative assessment results.</li><li>• Daily instructional observations of instructional staff, conducted by supplemental administrators, building administrators, coaches and peers enable leadership to readily identify best practices that warrant observation by other colleagues. Principals provide feedback to observed teachers to praise effective practices and to identify areas requiring further support through differentiated professional development opportunities. Follow up observations are then conducted to assess the effectiveness of the implementation of the professional development.</li><li>• To support extended time professional development</li></ul>	Schools	
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	<p>for teachers, up to 15 paid PD days per teacher are available for the turnaround teachers. SIG grant funded extended time learning opportunities include:</p> <ul style="list-style-type: none"><li>○ Multiple days of summer training for the implementation of the instructional strategies identified to improve literacy and comprehension across content areas: WestEd’s Reading Apprenticeship, Achieve 3000 and instructional technology training to name a few.</li><li>○ Instructional Staff identified as requiring additional professional development may attend specific training via attendance at national conferences or institutes, local university coursework or school site visitations outside of the district.</li><li>○ Future Leaders will be afforded the opportunity to participate in a week long summer intensive focused on their development as future turnaround leaders.</li></ul> <p><b><u>EXTENDED LEARNING TIME FOR STUDENTS</u></b></p> <p>Students also benefit from extended learning time which is provided for all students. Using SIG funds we offer all students more time for learning by adding 2-3 hours daily to the school day. Staffed by certified and effective teachers, identified by the turnaround principals, the extended day offers instructional support for 27 weeks in the turnaround schools.</p> <p>While interventions are structured and tailored to students’ individual needs, there is sufficient flexibility and supports to ensure that adequate extended opportunities are available.</p>		
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	<p>After school transportation is provided for these students. Students also have the option of attending the turnaround schools' Learning Center that operates daily until 4:45.</p> <p>As the district moves to a "Balanced Calendar" for the 2011-2012 school year, intersessions will be offered two times a year for students to attend for remediation and enrichment activities. The turnaround schools will have complete autonomy in designing both categories of activity for their students. The turnaround schools will also select their own staff to implement the academic and enrichment programs (unlike other IPS schools).</p> <p>The turnaround schools also extend student learning time by offering their own 3 week summer school providing their own students intensive instruction in identified subject areas that remediation is needed. The turnaround schools operate their own summer school in that they enroll their own students, employ their own highly-qualified staff and the direct their own curriculum, which is tailored to fit the achievement needs of their students (unlike other IPS schools).</p> <p>The Graduation Coach(es) implement extended learning opportunities for students by expanding the credit recovery coursework options through the daily extended day and the Learning Center.</p> <p>Strategies to Attract Students include:</p> <ul style="list-style-type: none"><li>• Students receive a snack at the beginning of the daily extended learning sessions.</li><li>• Students receive opportunities to participate in field trips and college visits as incentives for attending</li></ul>		
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	<p>extended day sessions.</p> <ul style="list-style-type: none"> <li>• Reward events are planned for quarterly recognitions of students who routinely attend extended learning opportunities. Students will participate in the planning and identification of these events.</li> <li>• End-of-the-Year student, parent, community and staff celebrations take place to acknowledge participation and success in academic areas.</li> </ul> <p>As we consider sustaining this initiative after grant funding ends, it is important for us to know which strategies are most effective for increasing achievement. The data clerk ensures that student attendance is documented as well as what services the students participated in and how long the students participated in the extended learning opportunity. This information, compared to individual student achievement and growth results, will help inform our sustainability plan. A police officer also extends his/her time to support and ensure the safety of the students and staff during extended learning times.</p>		
<p>9. <i>Provide social-emotional and community-oriented services/supports.</i></p>	<p><b><u>Behavior Management Specialist</u></b>  High poverty schools continuously cope with aggressive student behaviors that interfere with school learning and potentially jeopardize the safety of students and staff alike. Additional support has been needed to help staff proactively use techniques to de-escalate students – always the first and preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.  Multiple days of training and staff support are provided for</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of Turnaround Schools</li> </ul>	<p>July 2010 – May 2013</p>

each turnaround school to continue in learning, implementing and refining these strategies and more. The expert consultant is a retired and respected practitioner with urban school experience who can relate to our school environments and needs. He is an advocate of rituals and routines, helping identify gaps in staff member's abilities, modeling de-escalation techniques, and making sure that in-school suspension, when implemented, is academically driven.

**Graduation Coach(es) and Reclamation & Retention Liaison at GW**

With the vision of being pro-active in monitoring the Early Warning Signs that contribute to students' dropping out of school, Graduation Coaches, have been employed to focus on three critical initiatives:

- A cohort of incoming freshmen (and now sophomores) identified as highest risk for dropping out are monitored and mentored by the Graduation Coach(es) and/or the Reclamation & Retention Coach. The Coach makes certain that his cohort students are in school and doing the work required to be academically successful. When teachers face difficulties with this target group of students, the Coach is called. When resolution of family, social, medical and other similar issues interferes with school attendance or performance, the coach personally ensures that these students and their families are connected to the schools' community partners who continuously support our efforts. Students receive academic and individualized support, couples with student/parent interventions to address non-academic barriers to success.

	<ul style="list-style-type: none"><li>• The Grad Coaches are responsible for tracking the credit accumulation for all grade 9 (and now grade 10) students. At the end of each grading period a data wall will color code all students' progress and reveal those who already are off track for graduation and at a higher risk for dropping out of school. Students no longer slip through the cracks, earning so few credits that their only option is to pursue a GED. Credit accumulation is tracked for individual students throughout their entire high school career.</li><li>• For those high school students who are already behind, the Grad coach serves as the point person for the district's Virtual School to create more credit recovery options for students in the turnaround schools, thus dramatically increasing their likelihood of staying in school until graduation. We believe that our extended learning day and Learning Center is the logical place for the expansion of the credit recovery component.</li></ul> <p><b><u>Community Oriented Supports</u></b></p> <p>The turnaround schools will continue their effective, collaborative community partnerships with a myriad of agencies, educational institutions, health, and business partners. These partnerships have developed support for teachers, students and administrators and will continue this support.</p> <p>By definition, a community school draws upon the resources of its entire community to support student learning by providing needed services to strengthen the students, their families and the community at large. Services are identified and provided – mostly onsite – through collaborative partnerships between community</p>		
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	organizations, neighborhood leaders, school staff, and student families to align with school improvement goals and ensure parent/community input in such governance.		
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**Check Your Work - Additional Requirements for All Models**

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	<b>X</b>	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	<b>X</b>	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2011-2012 school year.	<b>X</b>	

**2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET  
ALLOCATION AMOUNT**

Corporation Name: Indianapolis Public Schools

Corp #: 5385

Original  
 Amendment # \_\_\_\_

A. BUDGET FOR 2010-2011		School Name: <b>George Washington</b>							School #: <b>421</b>				Line	Totals
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchased Services	General Supplies	Property	Transfer			
		Cert	Noncert											
11000	Instruction	\$650,041.00		\$155,202.00		\$25,500.00		\$25,000.00	\$31,000.00	\$102,517.98			\$989,260.98	
12520	Administration		\$167,420.00		\$49,897.00			\$3,500.00	\$5,000.00				\$225,817.00	
21000	Support Services												\$0.00	
22100	Improvement of Instruction (Professional development)*	\$200,000.00		\$24,000.00		\$354,225.00			\$56,000.00				\$634,225.00	
25191	Refund of Revenue												\$0.00	
26000	Operation and Maintenance												\$0.00	
27000	Transportation												\$0.00	
33000	Community Service Operations												\$0.00	
60100	Transfers (Interfund)												\$0.00	
<b>Column Totals</b>		\$850,041.00	\$167,420.00	\$179,202.00	\$49,897.00	\$379,725.00	\$0.00	\$28,500.00	\$92,000.00	\$102,517.98	\$0.00		\$1,849,302.98	
<b>TOTAL COST</b>													\$1,849,302.98	
Subtract the amount above \$25,000 (per individual contracted service from your total budget:													\$175,000.00	
Total after deducting Property (710-748)													\$1,746,785.00	
Total Available for Indirect Cost													\$39,652.02	
Amount of Indirect Cost to be used													\$39,652.02	
Grand Total After Indirect Cost													\$1,888,955.00	

B. ITEMIZE and EXPLAIN			
General Supplies	Property: Equipment/Technology	Professional Services	Other Purchased Services (travel, postage, student trans...)
Supplies for Print Station \$5,000 Student Incentives \$20,000 Resource Materials - \$5,000 Office Supplies and Expense \$5,000 PD Materials \$33,000 Reading Apprentineship, Achieve 3000, Differentiated Instruction Materials \$ 20,000 Newspaper Publishing Webs \$1,000	Plato License \$20,000 Cabinet or Cart for Print Stations \$2,150.94 (20) Print Stations \$7,000 (10) Class Sets Student Response System \$25,000 (10) Headsets with microphone \$1,500 (90) Class Sets IT-89 Graphing Calculators \$36,000 (2) Student accessible network printers \$600.00 (5) MAc Computer Stations \$9,995	Greg Abati - (35 days) \$52,500 WestED - \$70,000 Achieve3000 - \$31,725 External Provider \$50,000 Differentiated Instruction Consultant \$50,000 SPED Consultant \$50,000 ESL Consulttant \$50,000 Linda Miller 25,500	Student Transportation for Extended Time Learning \$25,000 Mileage \$3,500

Staff Personnel	Staff Personnel
(5) Cadre Teachers \$250,885 Differentiated Coach \$67,445 Grade 9 Graduation Coach \$30,461 Project Manager \$48,000 Retention and Reclamation Liaison \$40,000 Data Clerk \$12,000 Police Officers \$15,120 10th Grade Grade Coach \$38,000 PD Stipends \$200,000	Supplemental Administrator \$25,000 Extending Time Learning \$102,000 Financial Incentives for Certified Staff \$101,250 Financial Incentives for Classified Staff \$14,300 Recruitment Incentives \$73,000

## Annual Goals for Tier I and Tier II Schools for Accountability-George Washington Community High School

*Instructions:*

- 1) 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.*

<b>SY 2010-2011 Baseline Data E/LA and Math</b> <small>(most recent available data that corresponds to the proposed goals)</small>	<b>Annual Goals</b>		
	<b>SY 2011-2012</b>	<b>SY 2012-2013</b>	<b>SY 2013-2014</b>
<b>ECA English 10</b> <b>ECA Algebra I</b> <b>NOTE: Data will be provided upon release from the IDOE.</b>	By spring of 2011-2012, the percentage of students passing the End-of-Course Assessments will be 50% or above for English 10 & for Algebra I.	By spring of 2012-2013, the percentage of students passing the End-of-Course Assessments will be 55% or above for English 10 & for Algebra I.	By spring of 2012-2013, the percentage of students passing the End-of-Course Assessments will be 60% or above for English 10 & for Algebra I.
<b>E/LA</b> <b>Grade 7 ISTEP</b> <b>Grade 8 ISTEP</b> <b>NOTE: Data will be provided upon release from the IDOE.</b>	By spring of 2011-2012, the percentage of students passing ISTEP+ in the areas of E/LA will be 52% or above in grades 7-8.	By spring of 2012-2013, the percentage of students passing ISTEP+ in the areas of E/LA will be 60% or above in grades 7-8.	By spring of 2012-2013, the percentage of students passing ISTEP+ in the areas of E/LA will be 65% or above in grades 7-8.
<b>MATH</b> <b>Grade 7 ISTEP</b> <b>Grade 8 ISTEP</b> <b>NOTE: Data will be provided upon release from the IDOE.</b>	By spring of 2010-2011, the percentage of students passing ISTEP+ in the areas of MATH will be 55% or above in grades 7-8.	By spring of 2010-2011, the percentage of students passing ISTEP+ in the areas of MATH will be 60% or above in grades 7-8.	By spring of 2010-2011, the percentage of students passing ISTEP+ in the areas of MATH will be 65% or above in grades 7-8.
<b>SY 2010-2011 Baseline Data</b>  Graduation Rate	<b>Graduation Rate Goals</b>		
	<b>SY 2011-2012</b>	<b>SY 2012-2013</b>	<b>SY 2013-2014</b>
<b>NOTE: Data will be provided upon release from the IDOE.</b>	By spring of 2011-2012, 65% of students will graduate from high school.	By spring of 2012-2013, 70% of students will graduate from high school.	By spring of 2012-2013, 75% of students will graduate from high school.

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

➤ *Instructions:*

- 1) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-2012*.
- 2) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 3) For how the descriptions of commitments will be scored, see the attached scoring rubric.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><i>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:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for</p>	<p><b>No response needed as this has previously been completed.</b></p>

<p>supporting the designed interventions;</p> <ul style="list-style-type: none"><li>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</li><li>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</li><li>(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;</li><li>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</li><li>(h) Maintaining accurate documentation of meetings and communications,</li><li>(i) Following and/or revising schedules, goals, and timeline as needed, and</li><li>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</li></ul>	
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <i>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 provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(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;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(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</p>	<p>Based on the recommendation and collaboration with the Title I School Improvement Division of the Indiana Department of Education, the SIG schools will expand their partnership with Pat Davenport Consulting, LLC in the 8-Step Process.</p> <p><b><u>Turnaround Officer:</u></b></p> <ul style="list-style-type: none"> <li>▪ With five (5) additional turnaround schools and the two (2) current SIG schools, an actual "Turnaround Office" will be staffed and physically-housed within the district's administrative offices. A designated (district-funded) Turnaround Office signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other high schools—to make it happen.</li> <li>▪ To enable the work of turnaround principals, they will be given direct access to the Director of Turnaround Schools and a team of instructional specialist.</li> <li>▪ Dr. Eugene White, Superintendent of IPS, submitted a Cover Letter with the grant proposal, acknowledging his appointment of Dr. Johnson, and now the Director of Turnaround Schools, Mrs. Rambo, giving turnaround principals direct reporting authority to Mrs. Rambo that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notable, increased flexibility—not available to other high schools—will give turnaround principals the authority to remove ineffective teachers (across the school year) and the Director of Turnaround Schools will enable the responsive action needed to enact necessary changes.</li> </ul> <p><b><u>Behavioral Management Specialist:</u></b></p> <ul style="list-style-type: none"> <li>▪ High-poverty schools continuously cope with aggressive student</li> </ul>

<p>the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(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</p> <p>(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.</p>	<p>behaviors that interfere with school learning and potentially jeopardize the safety of students and staff alike. Additional support is needed to help staff proactively use techniques to de-escalate students—always the first and preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.</p> <ul style="list-style-type: none"><li>▪ Twenty days of training and staff support will be provided to turnaround schools to learn these strategies, and more. The expert consultant, Greg Abati, is a retired and respected practitioner from an urban district who can relate to our school environments and needs. He is an advocate of rituals and routines, helping staff identify gaps, modeling de-escalating behaviors—and making certain that in-school suspension is academically-driven.</li><li>▪ During the 2009-2010 school year, Greg Abati provided training across IPS schools' staff who implemented the over/under program. By helping teachers learn how to do interventions in the classroom, the numbers of over/under students referred to an in-school suspension program were significantly reduced, or eliminated. With significantly-reduced student disruptions, learning could continue, allowing teachers to accelerate students' work to get them on a commensurate level with their peer age group. Based on first-hand evidence of effectiveness experienced last year in the over/under program, the turnaround principal strongly supports using SIG grant funding to expand Abati's training to all turnaround classroom teachers.</li></ul>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed		
<p><b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).</p>			
<p><b>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:</b></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet</p>	IPS Proposed SIG Interventions and Aligned Resources		
	SIG Grant Intervention	Aligned Resource	Describe Support
	<p>WestEd Reading Apprenticeship; Job-Embedded Professional Development</p>	<p>Title I</p>	<p>Two days per week, a district Literacy Facilitator and a Math Facilitator (master teachers on special assignment) will support the Reading Apprenticeship (WestEd) project, providing sustained support for teacher implementation of the strategies to increase literacy across content areas.</p>
<p>Differentiated Instruction</p>	<p>Title I</p>	<p>Provides Scientific Learning’s research-based Fast ForWord program and software for secondary students reading multiple years below grade level through foundational reading and language skills that (a) help move students with special needs into general education coursework and (b) increase high-need general education Title I students’ reading performance.</p> <p>Reading comprehension is increased by using brain-based strategies that increase memory, attention, processing, rates, and sequencing—the cognitive skills essential for reading</p>	

<p>the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(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.</p>			intervention program success. This proven strategy improves critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax and grammar.
	<p>Differentiated Instruction</p> <p>Job-Embedded Professional Development</p>	IDEA	A special education coach facilitates the critical planning efforts required to implement the co-teaching continuum, e.g., provide targeted modeling for general education and special education teachers to move effectively meet the needs of students with disabilities.
	<p>Highly-Effective Turnaround School Leadership and Teachers</p>	Title II	Funding supports the recruitment of principal/teaching staff with the capacity and the willingness to effectively support turnaround expectations for significantly increasing students' achievement and graduation rates; College Board's springboard training and college readiness; and Class-size reduction efforts.
	<p>Differentiated Instruction</p> <p>Job-Embedded Professional Development</p>	Title III	Funding provides job-embedded professional development to support the achievement of limited English proficient students.
	<p>Differentiated Instruction</p> <p>Job-Embedded Professional</p>	IDOE High-Ability	Supports training for teachers of gifted and talented (high ability) students.

	Development		
	<p>Job-Embedded Professional Development and Extended-Time Learning</p>	IPS District	<p>IPS's new Professional Development Center has logged hundreds of hours of training—provided by district Content Directors, district administrative staff and external consultants and university personnel.</p> <p>Over 2,000 teachers and administrators have received professional development training, since opening the PD Center in December 2009.</p>
	<p>Instruction Aligned to State Academic Standards</p> <p>Formative Assessments, Aligned to State Standards</p> <p>Using Data to Inform Instruction</p> <p>Using Data to Determine Students' Intervention Needs</p> <p>Extended-Time Learning</p>	IPS District	<p>During 2009-2010, Instructional Cycles/Calendars—for curriculum pacing, aligned to Indiana Academic Standards—were newly-established for use by all IPS core content area teachers.</p> <p>New formative assessments were institutionalized to continuously monitor student progress, inform instructional adjustments, and determine students' intervention needs.</p> <p>Assessments included 3-week scrimmages, followed by 9-week diagnostics (benchmark assessments using Acuity tools).</p> <p>Initial professional development</p>

			trainings were held for building administrators, classroom teachers, and instructional coaches to increase instructional competencies and to help staff effectively use data to inform classroom practices.
	<p>Netbooks for Grades 9-12</p> <p><i>Achieve3000</i></p> <p>Differentiated Instruction</p> <p>Extended-Time Learning</p>	IT Cadre Funds	<p>Cadre Grant funding awarded for Grades 9-12 Netbooks. The individual student computers will engage learners across all content areas and support use of the software intervention tool <i>Achieve3000</i>, to address individual student needs.</p> <p>Netbooks are used during Extended-Time Learning Center, after-school tutoring by certified teachers.</p> <p>Students will have access to learning 24/7.</p>
	Reading Apprenticeship	WestEd	<p><i>WestEd</i> has been awarded the highly-competitive i3 Scale-Up grant award; Indianapolis is one of four partners. <i>WestEd</i>'s approval as an i3 grant recipient enables greatly-expanded and extended support to turnaround schools (and other IPS schools) over the next five (5) years.</p>
		<b>NON-FINANCIAL</b>	
	Grade 9 Graduation Coach, Behavior		Established partnerships include: U.S. Dream Academy works daily with

	<p>Management Specialists, and Community High School</p>	<p>Support</p>	<p>students of incarcerated parents to help build character and develop student coping skills; La Plaza is committed to supporting the academic, emotional, social, financial and legal needs of Hispanic families; members of Urban Ministry are in the school three times per week to provide students with an alternative forum to discuss personal issues; Finish Line provides student internships; Reebok offers incentives; CAFÉ (Coalition Associated for the Far Eastside), FECA (Far Eastside Churches Association), and the JMCHS Alumni Association (started during 2009-10 school year) all support John Marshall initiatives.</p> <p>Through a partnership with Gallahue Mental Health, two counselors provide daily mental and emotional health support (at no cost) to students at John Marshall.</p> <p>This summer, the turnaround principal has worked diligently to increase exciting new partnerships.</p> <p>The SIG-funded Grade 9 Graduation Coach will play an important role in connecting students and their families to supportive services available through these partnerships. Discussions with</p>
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			<p>Martin University and the University of Indianapolis have been ongoing to include after school tutors and monthly advisors' meetings with counselors, the Grad Coach, and students to promote college readiness.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<p><b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b></p>	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</li> <li>(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</li> <li>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will</li> </ul>	<p><b>Teachers</b></p> <p>In 2007, <b>Indianapolis Public Schools</b> adopted an <i>evidenced-based teacher evaluation model</i>, based on the work of Charlotte Danielson. This model focuses our attention on the major four domains of teacher supervision and evaluation: <i>Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment, and Teacher Professional Obligations</i>.</p> <p>Teachers with less than five years of experience in the district are evaluated annually with weekly walkthroughs, monthly informal observations, and one required formal observation per semester. Teachers with more than five years are placed on a four year cycle for summative evaluation.</p> <p><b>The district will modify its practices and policies to enable the full and effective implementation of the turnaround school model in the following ways.</b></p> <p>Turnaround principals will conduct weekly instructional rounds, monthly informal observations, and <b>annually evaluate <u>all</u> instructional teachers</b>, differentiating performance across four rating categories.</p> <ul style="list-style-type: none"> <li>The evaluation tool has two components: <ul style="list-style-type: none"> <li>• <b>Part I</b> is based on <b>student performance</b> (weighted at <b>51 percent</b>). To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course</li> </ul> </li> </ul>

<p>not be limited to:</p> <ul style="list-style-type: none"> <li>(i) school administrator and staff hiring practices;</li> <li>(ii) school administrator and staff transfer procedures;</li> <li>(iii) school administrator and staff dismissal procedures;</li> <li>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</li> <li>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</li> <li>(vi) school administrator and staff recruitment, placement and retention procedures ; and</li> <li>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</li> </ul>	<p>Grades, etc.)</p> <ul style="list-style-type: none"> <li>• <b>Part II</b> is based on <b>teacher proficiencies</b> (weighted at <b>49 percent</b>). Four domains of performance, based on Charlotte Danielson’s <b>A Framework for Teaching, 2<sup>nd</sup> Edition</b>, Evaluate Teachers’ Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.</li> </ul> <p>Evaluation ratings <b>distinguish levels</b> of effectiveness as: <u>Unsatisfactory</u>, <u>Basic</u>, <u>Proficient</u>, and <u>Distinguished</u>. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.</p> <p><b>Flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.</b></p> <ul style="list-style-type: none"> <li>• Turnaround principals have broader authority and flexibility in filling vacancies and are <b>not bound by current</b> IPS Human Resources Processes in placement of <b>displaced teachers</b>.</li> <li>• Turnaround principals are able to <b>interview</b> and <b>select</b> teachers from <b>outside</b> as well as teachers within the district when hiring staff.</li> <li>• Vacancies in the turnaround schools will go through a <b>Posting Process</b> (flexibility unlike traditional IPS high schools) to allow us to attract the best and the brightest.</li> <li>• A monthly report on the status of existing teachers’ effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher <b>removal decisions</b> in <b>one or two weeks</b>.</li> <li>• Turnaround principals will have the authority to <b>remove ineffective teachers, across the school year</b> (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer and Director of Turnaround Schools will</li> </ul>
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work with turnaround principals to enable responsive action, as needed.

- Beginning August 2010 and continuing the 2011-2012 school year, a newly-created three-member district administrative evaluation team will collect teacher effectiveness data for the Turnaround Officer and Director of Turnaround Schools. The evaluation team is comprised of individuals who worked to design the new performance evaluations that will be used in turnaround schools beginning in the 2010-11 school year. Members include the former Chief of Human Resources, Office of Professional Growth Chief and a Supervisor involved in using the Charlotte Danielson Model to develop the new performance evaluation tool. Classroom observations will be conducted—using a newly developed observation audit tool that is aligned to the 17 Criteria for Continuation established by IPS.
- Throughout the school year, turnaround principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team.
- 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.

A new **Administrative Evaluative Rating Instrument** enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to those elements identified within the State's *Race to the Top* plan and the State administrators' licensing SLLA competency standards. New principal performance ratings will determine pay raises, job placements, promotions and dismissals.

The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The **four broad areas to be evaluated** include: (1) Strategic Leadership (2) Curriculum and Instruction Accountability; (3) Supervision and Evaluation of Personnel; and (4) School Operations. Salary increases across the IPS district will be differentiated based on performance ratings.

- 90 – 100 points: Eligible for maximum bonus consideration

- 80 – 89 points: Eligible for a bonus consideration
- 70 – 79 points: Not eligible for a bonus consideration; a Performance Improvement Plan (PIP) is developed and implemented for administrator to continue in current position
- 69 and below points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) before termination of employment.

**NOTE:** While the same district evaluation tool and rating system will be used for *all* IPS building administrators, **turnaround principals will be held to a higher level of accountability.** Turnaround principals will be expected to demonstrate performance in the top two highest rating categories. Performance score ratings falling below 70 points will result in the immediate removal of the turnaround principal. If ratings fall in the 70-79 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent, the Turnaround Officer and the Director of Turnaround Schools.

The following chart summarizes the **four broad evaluation areas** measured, and the **specific elements that contribute to performance ratings.**

Areas To Be Evaluated	Total Possible Points	Administrator's Score
Area 1: <b>Strategic Leadership</b>	18	
Area 2: <b>Curriculum and Instruction Accountability</b>	37	
Area 3: <b>Supervision and Evaluation of Personnel</b>	21	
Area 4: <b>School Operations</b>	24	
<b>TOTAL POINTS</b>	<b>100</b>	

The following is an EXAMPLE of the **assessed components** for one of the broad evaluation areas (Area 2: Curriculum and Instruction Accountability).

Area 2: Curriculum and	Value	Exceeds Expectations	Meets Expectations	Does not meet	Score	
						<input type="text"/>

	<b>Instruction Accountability</b>				<b>Expectations</b>		
	2A. Data Collection and the Use of Data to Increase Student Achievement: <ul style="list-style-type: none"> <li>Demonstrates annual performance targets</li> <li>Demonstrates measureable improvement in data points</li> </ul>	4	4	3	2		
	2B. Impact of Title I Funding	3	3	2	1		
	2C. Professional Development	3	3	2	1		
	2D. Instructional Leadership: <ul style="list-style-type: none"> <li>Monitoring SIP strategies</li> </ul>	3	3	2	1		
		Value	Made AYP without Safe Harbor	Made AYP with Safe Harbor	Did Not Make AYP but Made Achievement Gains	Did Not Make AYP or Gains	Score
	2E. AYP Status	12	12	8	4	0	
		Value	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
	2F. Public Law 221 Status	4	4	3	2	1	0
		Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
	2G. Achievement of District's Strategic Plan Accountability Goals – E/LA	4	4	3	2	0	
		Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
	2H. Achievement of						

District's Strategic Plan Accountability Goals -- MATH							
<b>Total Points AREA 2</b>	<b>37</b>						

**Extended-Time Learning Centers**

As a Turnaround Model, the turnaround school will extend learning time for students. Using SIG funding, we add two-three additional hours, five days per week to the school day. Staffed by certified teachers, an *Extended-Time Learning Center* will offer instructional support to students for **27 weeks, Monday through Friday**, providing two intervention sessions: one from 2:30 to 4:00 p.m., and a second session from 4:00 to 5:30 p.m. each school day.

Working with the DA Coach, teachers will use 3-week Scrimmage test results—measuring proficiencies covered over that period of time within the district’s *Instructional Cycle* (curriculum pacing guide, aligned to Indiana Academic Standards), 9-week Diagnostic test results (benchmark assessments), and classroom grades to determine which students are **required to attend** the after-school intervention sessions. While all students will be encouraged to attend, struggling students will be assigned to intervention sessions. The turnaround principal will work with staff and students to identify **incentives** that will motivate students’ attendance. All incentives will be reasonable and allocable. Snacks will be provided and 9-week reward events planned for students who routinely attended sessions (e.g., 85 percent or more of the sessions). Students will identify highly-desired “reward events” (e.g., roller-skating party on Saturday, with transportation and entrance fees provided; free prom tickets, etc.). An end-of-year student, parent, staff and community partner dinner (e.g., a chili or spaghetti dinner) will celebrate student participation and achievement. While limited SIG monies are budgeted to help support the incentives component, we will be working with community business partners, as well as local churches, to support this effort.

**Transportation** home for participating students will be provided, following each extended-time session.

<b>Indicators of LEA Commitment</b>	<b>Description of how this action was or will be completed</b>
<b>5. <i>Sustain the model after the funding period ends.</i></b>	

**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 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

**Checks**

consultant will the 8-Step Process conduct quarterly, onsite, *Process* of the district's turnaround high schools during the school year. Monthly observation with key representatives of the project, including, but not limited to: audits, principals; supplemental administrators; Grade 9 graduation representatives of teacher data teams, cadre teachers, future leaders, student extended-time learning, and the external providers will be used to monitor turnaround schools' progress on the 17 Criteria for Turnaround Schools. Evidence and evidence will be collected demonstrating that all components of the plan are operating with fidelity and contributing to the desired outcomes. For example, interviews/data review/observations of the *Graduation Coach* will be used to ensure that data-based factors were used in identifying those incoming freshman at risk of dropping out of school. Evidence of those most at-risk have been identified for targeted oversight and intervention. Evidence that can demonstrate that s/he is making meaningful links with community organizations or other entities, that support the unique needs of this cohort group of students) will be collected. Cumulative data accumulation is being tracked for all Grade 9 students; a Data Wall identifies and tracks (semester updates) the status of all freshman. Evidence that interventions are reported to staff and interventions set in motion. Evidence that the delivery of credit recovery options supports students already behind. Evidence of effectiveness is provided. Evidence that the *Process Checks* will be reported to the Director of Turnaround Schools and the Associate Superintendent to inform implementation progress. Evidence that parent strength and weakness will be identified, enabling the district to support implementation.

