

LEA Application for Each Priority School

**School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for each Priority school
applying for a school improvement grant.**

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

School Name **James Russell Lowell IPS #51**

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

Appendix A: Indiana's Priority Schools

**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

Corporation Name: INDIANAPOLIS PUBLIC SCHOOLS		Corporation Number: 5385
Contact for the School Improvement Grant: 1. Mrs. Yvonne Rambo 2. Mrs. Minetta Richardson		
Position and Office: 1. Turnaround Schools Director 2. Director of Title I Division		Contact's Mailing Address: John Morton-Finney Center for Educational Services 120 E. Walnut St. Rm. 501F Indianapolis IN 46207
Telephone: 1. Mrs. Rambo 317-226-4405 2. Mrs. Richardson 317-226-4884		Fax: 1. Mrs. Rambo 317-226-3664 2. Mrs. Richardson 317-226-4327
Email Address: 1. Mrs. Rambo RamboY@ips.k12.in.us 2. Mrs. Richardson RicharME@ips.k12.in.us		
Superintendent (Printed name) Dr. Peggy Hinckley ~ Interim		Telephone: 317-226-4411
Signature of Superintendent X <u><i>Peggy Hinckley</i></u>		Date: June 3, 2013

- ➔ Complete and submit this form one time only.
- ➔ Complete a second form, "Priority Application" for each school applying for a school improvement grant.

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an “X” indicating priority and the school improvement model (intervention) selected, based on the “School Needs Assessment” conducted by the LEA. (Add cells to the table as needed to add more schools.)

School Name	Grade Span	Priority	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Anna Brochhausen School 88	K-6	X					X
2. Brookside School 54	K-6	X					X
3. Charles W. Fairbanks School 105	K-6	X					X
4. Clarence Farrington School 61	K-6	X					X
5. Elder W. Diggs School 42	K-6	X					X
6. Floro Torrence School 83	K-6	X					X
7. Francis Scott Key School 103	K-6	X					X
8. George H. Fisher School 93	K-6	X					X
9. George S. Buck School 94	K-6	X					X
10. James Russell Lowell School 51	K-6	X		X			
11. Key Learning Comm. Elem.	K-6	X		X			
12. Louis B. Russell Jr. School 48	K-6	X					X
13. Ralph W Emerson School 58	K-6	X					X
14. Raymond F. Brandes School 65	K-6	X		X			

15. Riverside School 44	K-6	X					X
16. Thomas D. Gregg School 15	K-6	X		X			
17. Washington Irving School 14	K-6	X					X
18. William A. Bell School 60 Reggio Academy	K-3	X					X
19. William McKinley School 39	K-7	X					X

2. Explanation if LEA is Not Applying to Serve Each Priority School

We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

Washington Irving #14 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Riverside #44 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Francis Scott Key #103 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Anna Brouchhausen #88 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Clarence Farrington #61 ~ New principal placed Jan. 2013/ school will be reconstituted for 2013-2014 school year/ the school is demonstrating incremental improvements; The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

George Buck #94 ~ New principal recently put into place/School was going to be dissolved but will remain for the 2013-2014 school year/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

William McKinley #39 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Ralph Waldo Emerson #58 ~ This school will not be participating in the grant due to a lack of principal change which is a failure to meet all Transformation requirements.

Louis B. Russell #48 ~ This school will not be participating in the grant due to a lack of principal change which is a failure to meet all Transformation requirements.

George Fisher #93 ~ This school will not be participating in the grant due to a lack of principal change which is a failure to meet all Transformation requirements.

Floro Torrence #83 ~ This school will not be participating in the grant due to a lack of principal change which is a failure to meet all Transformation requirements.

Elder Diggs #42 ~ This school will not be participating in the grant due to a lack of principal change which is a failure to meet all Transformation requirements.

Charles Fairbanks #105 ~ This school will not be participating in the grant due to a lack of principal change which is a failure to meet all Transformation requirements.

Brookside #54 ~ This school will not be participating in the grant due to a lack of principal change which is a failure to meet all Transformation requirements.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA’s intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: James Russell Lowell Elementary School

School Number: #51

Stakeholder Group	Mode of Communication	Date
The New Teacher Project	Meeting	5/21/13
School Staff	Needs Assessment Focus Group	5/17/13
	Newsletter	5/20/13
	Meeting	5/22/13
	Ed Connect	6/2/13
Community Partner	Stakeholder Meeting	6/4/13
	Email	5/21/13
	Email	5/22/13
	Email	5/23/13
	Phone Conference	5/30/13
Parents	Stakeholder Meeting	6/4/13
	PTA	5/21/13
	Ed Connect	6/2/13

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. 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 Priority or 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 in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

F. 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.

- “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

E. Assurances

James Russell Lowell Elementary School #51 assures that it will

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or 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 in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
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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, and the principal and school needs.

Appendix B:
Worksheet #1A: Analysis of Student and School Data
Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013
Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

Instructions:

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?	How unique are the learning needs of this group? (high, medium, low)

English/Language Arts: 50.2% Did Not Pass Overall

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	50.2%	149	High-Well above the state's average of 20.6% not passing	High-Teacher turnover, high discipline referrals, limited academic interventions, limited social and emotional interventions, and lack of strategic planning has occurred over the last two years.
Black	52.3%	99	High-Well above the state's average of 38.9% not passing	High-SRI and Acuity data indicate similar results for this group. The group has remained in the 50% range for the previous three years. Teacher turnover and a lack of effective interventions contribute to the low performance.
Hispanic	50.6%	53	High-Well above the state's average of 30.5% not passing	High-SRI and Acuity data indicate similar results for this group. The group has remained in the 50% range for the previous three years. Teacher turnover and a lack of effective interventions contribute to the low performance.
Free/Reduced Lunch	48.8%	131	High-Well below the state's average of 30.7% not passing	Medium- The success rate has increased over the previous three years minimally. Intentional interventions are not in place. This subgroup makes up 85% of the student population.
Special Education	70.5%	44	High-Extremely high percentage of students did not pass for two consecutive years	High- At James Russell Lowell IPS#51, 16.9% of the school's students are identified as having special needs (27 were tested in 2011 and 30 were tested in 2012). Most students in this group are multiple years behind in reading and math. Teachers do not have enough training in differentiating instruction in order to meet the needs of students in this group.
ELL	57.7%	54	High-More students failed in this subgroup than the overall percentage	High-SRI and Acuity data indicate similar results for this group. The group has remained in the 50% range for the previous three years. Teacher turnover and a lack of effective interventions contribute to the low performance of this subgroup that is 31.5% of the population.

Mathematics: 53.4% Did Not Pass Overall

Overall	53.4%	166	High- Well above the state's average of 18.8% not passing	High-Teacher turnover, high discipline referrals, limited academic interventions, limited social and emotional interventions, and lack of strategic planning has occurred over the last two years.
Black	56.1%	107	High-Well above the state's average of 39.6% not passing	High-SRI and Acuity data indicate similar results for this group. The group has remained in the 50% range for the previous three years. Teacher turnover and a lack of effective interventions contribute to the low performance.
Hispanic	47.8%	50	High-Well above the state's average of 27.2% not passing	High- The group has remained in the 50% range for the previous three years. Teacher turnover and a lack of effective interventions contribute to the low performance.
Free/Reduced Lunch	51.2%	137	High-Well above the state's average of 28.4% not passing	High- Intentional interventions are not in place. This subgroup makes up 85% of the student population.
Special Education	60.5%	38	High-growth is minimal in this subgroup	High- At James Russell Lowell IPS#51, 16.9% of the school's students are identified as having special needs (27 were tested in 2011 and 30 were tested in 2012). Most students in this group are multiple years behind in reading and math. Teachers do not have enough training in differentiating instruction in order to meet the needs of students in this group.
ELL	55%	52	High-More students failed in this subgroup than the overall percentage	High-SRI and Acuity data indicate similar results for this group. The group has remained in the 50% range for the previous three years. Teacher turnover and a lack of effective interventions contribute to the low performance of this subgroup that is 31.5% of the population.

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “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.”</p>
<p>ENGLISH/LANGUAGE ARTS:</p> <p>Student performance on ISTEP+ in ELA has increased with 44% passing overall in 2011, and 50% passing in 2012. The chart below shows that each student group made some progress in the area of ELA but the minimal achievement for each group is unacceptable.</p> <p>The chart also shows that Vocabulary and Response to Literature continue to be problematic areas for 75% of the tested grade levels and that Writing Process, Writing Applications, and Language Conventions are problematic for 50% of the tested grade levels.</p>	<p>ENGLISH/LANGUAGE ARTS</p> <p>Although adequate time has been designated in the master schedule, our school has failed to design and implement an intentional literacy program for our students in grades 3 through 6, to respond to the instructional deficits in our student population. We did not have a research-based reading intervention program until 2012.</p> <p>Professional development in the area of reading for intermediate grades has been minimal. What has been offered has not been tied to specific student needs; therefore, teachers are unable to match strategies to student needs.</p> <p>Differentiation occurs more frequently in primary grades than intermediate; but</p>

	ISTEP+ Results		ISTEP Standard Deficits	
	% Proficient			
Group Tested	2011	2012	2011 Deficits	2012 Deficits
English/Language Arts				
Overall	44%	50%	Vocabulary--100% Non Fict. Text--50% Response to Lit.---100% Writing Proc.---75% Writing App.----50% Lang. Conventions---75%	Vocabulary--75% Non Fict. Text--25% Response to Lit.---75% Writing Proc.---50% Writing App----50% Lang. Conventions---50%
Black	45%	48%		
Hispanic	42%	49%		
LEP	30%	42%		
Special Ed	20%	30%		
Free and Reduced	45%	51%		
Mathematics				
Overall	45%	47%	Num. Sense---50% Computation---50% Alg. & Func.---50% Geometry---50% Measure---25% Data Anal.----33% Problem Solving---25%	Num. Sense---50% Computation---50% Alg. & Func.---50% Geometry---25% Measure---50% Data Anal.----33% Problem Solving---25%
Black	40%	44%		
Hispanic	43%	52%		
LEP	47%	45%		
Special Ed	38%	40%		
Free and Reduced	45%	49%		

overall it has been ineffective in the instructional planning for our students. Instruction is mostly whole group and focuses on instructional pacing instead of data. The teachers need additional professional development in order to effectively differentiate based on students' needs.

Prioritizing reading left little time for writing instruction across grade levels. Teachers are challenged with how to integrate the two in order to create a balanced approach to literacy instruction that supports student success in E/LA.

Our ELL instructional resources are not keeping pace with our growing ELL population (approximately 200 students, or 34% of our population). Two teachers serviced the entire ELL population during the 2011/2012 school year. Three were assigned for the 2012/2013 school year.

MATH

Differentiation of instruction has been minimal in the instructional planning for our students in math. There is a need for increased rigor in our core instruction. We lack a research-based math intervention program and we need to become more targeted in identifying the remediation

MATH:

Student performance on ISTEP+ in Math has increased with 45% passing overall in 2011, and 47% passing in 2012. The chart above shows that each student group made some progress in the area of Math except the LEP student group. Math achievement is unacceptable even with the growth shown.

The chart also shows that Number Sense, Computation, Algebra and Functions, and Measurement continue to be problematic areas for 50% of the tested grade levels.

needs of our students. Student learning gaps need to be identified and interventions need to be designed to specifically target these deficits.

Our ELL instructional resources are not keeping pace with our growing ELL population (approximately 200 students, or 34% of our population). Two teachers serviced the entire ELL population during the 2011/2012 school year. Three were assigned for the 2012/2013 school year.

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.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	Hours of instructional time per day for a total of 10800 total days or 64800 total minutes	Hours of instructional time per day for a total of 10800 total days or 64800 total minutes
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.0%	96.0% as of 5/21/13
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
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	LSY, BAS, SS	LSY, BAS, SS
7. Discipline incidents*	1634	2041

8. Truants (# of unduplicated students, enter as a whole number)	0	0
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Unsatisfactory 0 Basic 3 Proficient 23 Distinguished 3	Data not available until August 2013
10 Teacher attendance rate	98.4%	98.4% (as of 5/21/13)

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “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”</p>
<p>3. The student attendance rate has consistently been over 95%.</p> <p>6. The district offers two intersessions in the fall and spring. During the 2011-2012 school year, students attended all day and this extra time was offered to all students. The second year, only students in specific grade levels were invited to attend the intersessions for five (5) half-days.</p> <p>After school tutoring was offered in the past by approved SES providers. During the 2013 school year, the school controlled after school and before school tutoring with limited funding.</p> <p>Summer school has not been offered to all students in the past. James Russell Lowell Elementary #51 has not been able to control who attends, who teaches, nor daily instruction.</p> <p>7. There is a large increase in behavior referrals from 2012 to 2013. The numbers are extremely high for an elementary school for both years. Limited resources are available to identify and address the underlying issues that are the cause</p>	<p>3. The social worker works with families and has implemented the district attendance procedures at the school. A committee to increase and maintain attendance rates has not been formed at this time.</p> <p>6. The school has had little control over the extended time opportunities available to students. The school principal has not been assigned to the school for summer school 2 out of the 3 previous years. Teachers are selected through a lottery and are not necessarily assigned to James Russell Lowell Elementary #51. The curriculum is chosen by the district and not based on the specific, targeted needs of our students. The school has not been able to control the amount of funding, the staff selected, the students selected, or the timing of the extended time opportunities.</p> <p>7. Research is abundant that student time on task is tightly linked to student achievement. When a student is suspended or expelled, they are deprived of learning opportunities because of their improper, often dangerous, behavior. Behavior issues are a major problem at James Russell Lowell Elementary have contributed to limited achievement. The high poverty rate of students and the crime rate of our Martindale Brightwood neighborhood leaves many of our</p>

<p>of the improper behavior.</p> <p>8. Truancy has not been an issue at James Russell Lowell.</p> <p>9. High teacher turnover has occurred at James Russell Lowell. The school was reconstituted in 2010, leaving less than 50% of the teachers there to begin the 2011 school year. A RIF occurred in 2011, leaving 9 vacancies for the 2012 school year. 21 out of 38 teachers changed for the 2013 school year.</p> <p>10. Teacher attendance is lower than the data shows due to FMLA, personal days, and workman's compensation cases.</p>	<p>students angry, afraid, and neglected. The school has not been able to implement a character-building curriculum that would enable James Russell Lowell Elementary to provide effective and safe learning environments in every classroom and throughout the school.</p> <p>Teachers need training to effectively reach students whose behaviors range from disruptive to dangerous.</p> <p>8. Increased parental and community involvement will help sustain the low truancy rate.</p> <p>9. Teacher turnover has impacted instruction and the school culture tremendously. Students are unable to sustain long-term relationships with staff. The principal is unable to establish and maintain needs-based professional development. The culture changes annually and the school's climate has not been conducive to learning.</p> <p>The RISE evaluation tool adopted by the district in 2013, has helped the principal identify ineffective teachers and provide professional development based on individual needs.</p> <p>The school has not had the ability to hire the most qualified teachers; they have had to follow district and union policies. This grant would give them more autonomy over hiring practices.</p> <p>10. Teacher attendance rates would improve if their working conditions improved. The inability to effectively manage and teach our student population has led to stressed-based leaves of absence. Our failure to retain quality teachers has created an environment of isolated teaching rather than collaboration. Teachers have been offered inadequate professional development in core subject areas, intervention techniques, and differentiation.</p>
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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.
- 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.
- As with the other previous data sources, use the scores to develop a set of key findings.

The following completed survey displays the average score for each best practice.

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		X			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				5. Is not bound by seniority rules in hiring and placement of teachers.

Instruction	1	2	3	4	Instruction
<ol style="list-style-type: none"> 1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time. 		<ol style="list-style-type: none"> X X X X 	<ol style="list-style-type: none"> X 		<ol style="list-style-type: none"> 1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 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. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or 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. 6. Is not differentiated for struggling students.	X	X	X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X	X		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 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. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom	X	X	X		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.

implementation.					
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		X	X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community.

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

Our current principal has not had the **operational flexibility** to **replace teachers** who are unwilling or unable to effectively manage an engaging learning environment and differentiate instruction. She has not been able to post staff positions and advertise for effective teachers outside of the district.

Instruction

Past Practices to monitor teacher effectiveness have been **ineffective** in identifying those who are not willing or not capable of meeting students' needs and then taking corrective action to address those deficiencies. The RISE Evaluation system was implemented for the first time during the 2013 school year.

In far too many classrooms, instruction is primarily **teacher-centered**. There is little to no **differentiation** for struggling students.

Classroom instructional time is lost to classroom management and **discipline issues**.

Technology resources are scarce. The equipment available is shared and used regularly but does not allow frequent access for every student. It is primarily used for Acuity tutorials.

Curriculum

Teachers are not effectively differentiating lessons for students in any subgroup. Current observations show a majority of the teachers are using the textbooks to

Leadership

In prior years, seniority and union agreements have limited the principal's selection of teachers.

A leadership team is in place, but has not been trained or given the opportunity to impact instruction in meaningful ways.

Instruction

In most classes there is an over-emphasis on formalized instruction with **little variation in teaching strategies** to meet the individual needs of students. Many lessons **lack pace, challenge** and do not promote high expectations for students' work. Many students are **not adequately engaged**.

There is a lack of **systematic school-wide interventions** to assist students struggling to learn. Teachers lack the training and support necessary for effective tiered learning, supported by engaging tools for quality initial teaching and effective re-teaching.

Teachers are either unwilling or unable to **differentiate** instruction to meet student needs. Teachers can no longer be satisfied with a classroom of quiet students. Students need to be engaged and actively involved in learning and questioning.

Classroom technology is very limited. James Russell Lowell has wireless capabilities but does not have enough devices to use in classrooms

drive instruction.

Data-Formative Assessments

IPS has implemented *Predictive Assessments* that are used by teachers to assess the effectiveness of their teaching.

Performance of James Russell Lowell students on *Predictive Assessments* are displayed in the chart below this section. The data reflects similar findings to that of ISTEP+. Students overall are not performing well in both E/LA and Math.

Curriculum

General education teachers and special education teachers need to collaborate and share accountability for the success of their students. Teachers tend to rely upon the special education teachers to meet most of the needs of students who have been identified with special needs. This is equally true of the responsibility felt for English Language Learners.

Co-teaching is not happening. This could be achieved by improved emphasis on the co-teaching model.

Data-Formative Assessments

While IPS provides *Predictive Assessments* that are used by teachers to assess the effectiveness of their teaching, teachers **need strategies/interventions** for students who do not show mastery of these standards-based essential learnings. A review of the performance of James Russell Lowell Elementary students on these formative assessments reveals that on average students respond incorrectly over 40% of the time.

The 2012/2013 school-based leadership team expressed the need for teachers to meet with students individually to discuss academic progress and goals. **Data conversations** need to be informed, collaborative, timely, and used to support student achievement.

James Russell Lowell ACUITY Predictive Results 2012/2013

ELA	A	B	C		MATH	A	B	C		
3rd Grade	47%	44%	46%		3rd Grade	61%	54%	59%		
4th Grade	45%	46%	33%		4th Grade	50%	50%	59%		
5th Grade	50%	53%	52%		5th Grade	48%	51%	55%		
6th Grade	49%	50%	52%		6th Grade	56%	51%	50%		

Professional Development

Some teachers struggle with effectively using the current reading adoption (Scott Foresman, *Reading Street*). They also struggle to effectively use the math adoption. Little attempt is made to differentiate instruction and there is a lack of re-teaching strategies or interventions when students fail to grasp initial instruction. All grade levels will utilize a new reading series this year and will need district provided initial training and on-going training to use the resources with fidelity.

If teachers are to employ new technology tools, they will need training on their use.

The staff needs on-going training to meet the needs of high risk learners. It should include responsive discipline measures, proper classroom management techniques, and community building practices.

Professional Development

Teachers post standards and expectations, but fail to explain learning objectives thoroughly. They also do not post or discuss learning targets consistently.

Professional development for increasing staff's knowledge and skills in instructing students with disabilities, language deficits, and from high poverty neighborhoods is intermittent, at best. Professional development needs to address not only the type of re-teaching that is effective in helping students **correct misconceptions**, but **how to differentiate** when students represent a broad range of abilities in any given classroom.

Teachers also demonstrate a broad spectrum of

<p>Parents, Family, Community</p> <p>James Russell Lowell Elementary does not have an advisory period to build student-adult relationships, however students are in self- contained grade leveled classrooms.</p> <p>The School Community Coordinator hosts monthly Education Taskforce meetings that are well attended by community partners. Everyone shares pertinent information, including the principal. The Community Coordinator also shares information monthly with the staff.</p> <p>Many of our students live in areas that are not safe for outdoor play.</p> <p>Parent meetings at James Russell Lowell Elementary included weekly Latino meetings, monthly PTA meetings, monthly Family Nights, and two Title I supported parent trainings per month.</p> <p>Cultural Competency</p> <p>Monthly Family Night activities are planned to bridge the barriers between our native English speaking families and those who are English language learners. The school strives to translate all communications, verbal and written. Weekly Latino meetings cover issues pertinent to the group. Monthly staff development takes place during staff meetings.</p>	<p>instructional strengths and weaknesses. Professional development that is more personalized must be systematically delivered to address targeted needs to better support the needs of students who are non-readers or have other special needs.</p> <p>Application of professional development needs to be modeled, monitored and supported school wide.</p> <p>Parents, Family, Community</p> <p>While James Russell Lowell has a number of community partners, effort needs to be made to encourage more family involvement and community support for families who are struggling. We need to keep in mind the limited opportunity many of our children have to play outdoors because of criminal presence.</p> <p>Cultural Competency</p> <p>James Russell Lowell Elementary is not capitalizing on resources for broadening students understanding of diverse cultures. Addressing the cultural needs of its students is important and impacts how instruction is delivered.</p>
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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 for James Russell Lowell Elementary

SCHOOL BACKGROUND INFORMATION

James Russell Lowell Elementary, originally built in the late 1800's, was closed as part of a failed court-ordered desegregation plan. The Martindale Brightwood Education Task Force rallied community support for the school to be reopened. It was rebuilt and reopened in 2006. This task force of community support is still a guiding force and a valuable resource at James Russell Lowell Elementary. They meet at the school monthly. The Martindale Brightwood Education Task Force also reports frequently to the Quality of Life Plan (component of the *Great Indy Neighborhood Initiative*) in the neighborhood about educational strategies and essential wrap around services. The school has been rebuilding its severed connections to families since reopening and is one of three elementary schools in a full service community initiative led by Indiana University Purdue University Indianapolis.

James Russell Lowell Elementary is a Kindergarten – 6th grade school with a poverty rate of 86%, where most students live in the surrounding neighborhood that has the highest crime rate in Indianapolis. The school has *unacceptable* levels of student achievement overall and in each of the following subgroups: Black, Hispanic, ELL, Special Education, and Free/Reduced. Student achievement has been minimal, ranging between 28% and 35% (ISTEP+ Passing both E/LA and Math) since the building reopened.

The school was restructured in 2010 due to low student performance. Over 50% of the staff was replaced and a new principal was hired. At the end of the 2010/2011 school year, the district had a Reduction in Force (RIF). The school lost, and had to replace, nine teachers. At the end of the

2011/2012 school year, the principal and 21 other staff members were reassigned to other buildings. Jennifer Pearson was hired as the transformation principal for the 2012-2013 school year.

As the principal, Jennifer facilitates bimonthly grade level meetings. This Structured Teacher Planning Time (STPT) provides a 30-minute opportunity for collaboration as teachers discuss grade level data, student progress, concerns, and instruction. The 8-Step Process is used to pace instruction, solidify core instruction, provide remediation/enrichment time in the schedule, and to discuss data and teacher practice. Jennifer monitors the process carefully and holds monthly Learning Log meetings to discuss the most current reading data. The 8-Step Process allows the school to have a methodical procedure for collecting RTI data on each student in the school.

Jennifer eagerly agreed to become a pilot school for a multisensory approach to reading instruction in grades kindergarten, first, and second this year. Jennifer attended training, evaluated the delivery of instruction, and analyzed achievement data with her teachers. The approach has been quite successful. A classroom that was 100% intensive (two or more grade levels below) is now 100% benchmark (at grade level). All twelve classrooms have made significant gains. The school desires to move the program into third grade next year and use SPIRE, a multi-sensory approach as an intermediate intervention.

Over the last year, the number of discipline referrals has increased. The teachers and administrators use the district's 6-Step Discipline Plan. This plan requires teachers to address behavioral concerns before referring students to the principal. In the past, many teachers did not enter referrals into the online system. Jennifer has made it a requirement, which accounts for some of the increase in referrals. Nonetheless, the numbers of referrals are unacceptable. The behaviors are addressed with consequences, but the underlying problems are not addressed due to limited human capacity and monetary resources.

James Russell Lowell Elementary's Parent Involvement Policy has been developed, together with parents, and contains district mandated parent activities. In addition, the parents are being trained using the national PTA standards on a monthly basis. The school's most active parents are Latino. Limited translators are available during the day and at afterschool activities, meetings, and events.

James Russell Lowell Elementary stakeholders gathered to analyze their needs and created a 2012-2013 School Improvement Plan with the following vision:

We believe all students deserve an educationally enriched and safe environment where children are motivated and supported as they grow into successful adults. We believe that every student deserves love, discipline, respect and community support. We believe that all students deserve competent, well-trained teachers and administrators who help them do their work and care about them. We celebrate and honor school and ethnic traditions, and community and national events. We believe that an expectation of excellence, with a rigorous and relevant curriculum will develop visionary, high-achieving, and confident students.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

- All teachers, parents, and community members are devoted to ensure that all students learn and place a high value on education. We will foster self-respect, moral and civic responsibility, environmental stewardship, and community service to prepare students for responsible adulthood. We contribute to this vision for our students by actively engaging in discussions each year. We encourage positive action within the school and wider community.
- All teachers are professionals who continuously reinvent their practice, using scientifically researched practices. Teachers will use a variety of instructional strategies that create problem solving opportunities for their students in a safe and orderly environment, while encouraging cooperative investigations and experiences that address different learning styles. Teachers will work to provide an innovative and holistic education and dedicate themselves to teaching the students, not just the subjects, and seek the help of community volunteers for remedial help when needed.
- Parents are actively involved in their children's education. They demonstrate their support by visiting their child's classroom, reviewing classroom communications with their child, and following their progress daily. Families of our students stay aware of community resources that can help in all kinds of situations requiring assistance. Parents and the school will work together to keep families updated on learning opportunities related to parenting, engaging with their children in school activities, character development, and other topics that help to maintain healthy families.
- Community leaders are enthusiastic about the development of our school and engage in collegial planning and projects. They meet with faculty to discuss the resources available to mentor our diverse population of students in an effort to mobilize businesses and agencies that will provide services to students and their families.

In this environment where all adults are living by their core convictions, all students:

have a self-desire for success. They are self-regulated and task-oriented, independent learners who are enthusiastic and highly engaged. They demonstrate positive self-concepts and respect for diversity by practicing good citizenship and team-building skills.

KEY FINDINGS

James Russell Lowell Elementary continues to struggle annually to reach each student effectively. The stakeholders noted the following key findings and root causes that they believe will best be addressed by the Transformation Model:

- Staff turnover
- Excessive discipline referrals
- Lack of effective teaching techniques in some classrooms
- Limited parental involvement
- A battered school culture
- Few effective extended learning options
- Inconsistent interventions
- Minimal needs-based professional development opportunities

The key findings and underlying causes at James Russell Lowell Elementary suggest that there is a need for a principal that can bring 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 gaps in curriculum until the 8-Step Process implementation last year. Implementation at James Russell Lowell Elementary has been ineffective to date in impacting classroom instruction. Professional development did occur, but was fragmented and areas of need were not strategically addressed. Furthermore, the underlying emotional needs are not being met in the student population, causing significant amounts of instructional time to be lost. 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 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 cause analysis and self-assessment.

ELEMENTS OF THE TRANSFORMATION MODEL:

1. Develop Teacher & Leader Effectiveness—REPLACE THE PRINCIPAL

Jennifer Pearson was hired as the new transformation principal for the 2012/2013 school year. Jennifer began her relationship with Indianapolis Public Schools (IPS) as a student. She graduated from Arsenal Technical High School. After completing her degree, Jennifer began teaching in the IPS district. She was later hired as an Instructional Coach. Her leadership and use of data helped Harriett Beecher Stowe IPS #64 meet AYP through Safe Harbor. Jennifer was accepted into the Leadership Identification Program and was hired as a district curriculum facilitator in the Curriculum and Instruction division. In this role she trained teachers and administrators to use programs, assessments, and data effectively. In 2010, Jennifer was placed at James Russell Lowell as the Assistant Principal. The district continued to train and develop her leadership skills through the Principal's Academy. While serving as the Assistant Principal, Jennifer led the primary grades to recognizable achievement based on DIBELS data.

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

During the 2013-2014 academic year, the Indianapolis Public Schools utilized the Indiana Department of Education's new 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 his or her 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 James Russell Lowell attended four (4) 1/2 day trainings (May 2012) and one (1) full day training (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 took place 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 growth performance on benchmarks;
- RISE Evaluation System (administrators & instructional staff);
- IPS Evaluation System given twice per year (non-instructional staff)
- Maintaining a 98% attendance rate
- Professional development participation
- Progressive Discipline

Instructional and non-instructional staff that successfully rank Effective or Highly Effective through the evaluation process and are 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 Director(s) will work closely with the administrative team and instructional staff at James Russell Lowell to create a school culture of collaboration and a community of learners through the STPT process. The Executive Elementary Director will provide professional development leadership to the school through her expertise in systems thinking and in curriculum, instruction, and assessment. The external partner, The New Teacher Project (TNTP) at James Russell Lowell will provide school-wide professional development to improve instruction with on-site instructional coaching. A full-time behavioral specialist and additional social worker will work with all staff members to establish classroom management best practices. *Responsive Classroom* consultants will lead professional development for *Responsive Classrooms* and character education. Trained recess coaches from *Playworks* will work with all teachers to integrate play, movement, and social skills into the curriculum.

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

SIG funding will permit administrators to become 12-month instead of 10-month employees. They will provide supervision and instructional leadership during two, week-long intersessions and for the three weeks of summer school. Both administrators will attend professional development, community partner meetings and retreats during the three weeks between summer school and the start of the next academic year. Additionally, both administrators will spend a portion of the three non-student weeks leading staff development and retreats, analyzing data, completing curricular work, and planning effective instructional practices.

An onsite technology specialist will provide the required training and will service and inventory equipment to keep technology up and running.

Digital devices will provide students in grades kindergarten through sixth, 21st century skills. Students will need a digital device to be able to access online core reading materials, Ticket to Read, VMath Live, multi-sensory apps, Acuity tutorials, research sites and to collaborate to complete projects. Computers and Smart Boards will allow teachers to differentiate instruction for students. Student Response systems will allow extended instructional time during lunch periods. Furthermore, they allow teachers to quickly assess students both formally and informally and provide immediate feedback and differentiation. Teachers will require training to support in-class use of digital devices.

Kindergarten through second grade teachers will attend five (5) days of Orton Gillingham training. Voyager consultants will provide seven (7) days of VMath training beginning in the summer and continuing throughout the year, for all interventionists.

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 “teacher leaders”. Identified teacher leaders at James Russell Lowell Elementary will form the Leadership Team for the 2013-2014 academic year. The Leadership Team will:

- Create and work toward annual team goals
- Mentor new teachers in the building
- Meet monthly with mentees
- Facilitate monthly meetings which could include: STPT, Learning Log Meetings, Professional Development, and Staff Meeting presentations
- Meet monthly with external partners and the administrators
- Teacher leaders will receive an annual extra service pay.

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 James Russell Lowell Elementary will consist of the following format:

- Two (2) hours, after school—Four (4) times per week – 27 weeks
- Thirty minutes, before school—Four (4) times per week—27 weeks

- Two Full-Weeks of Balanced Calendar Intersession: October 7, 2013-October 11, 2013 and March 24, 2014-March 28, 2014
- 15 Days of Summer School

Only effective and highly effective teachers will be selected to provide extended-time learning opportunities for students. Those meeting selection criteria will be compensated to provide (a) after or before school instruction; (b) instruction during the additional Balanced Calendar Intersession school days; (c) instruction during summer school. Teachers will be recruited for a variety of roles: Content Teachers (ELA and Mathematics), Special Populations Teachers (ELL and Special Education).

Based on students' performance on formative assessments (DIBELS, SRI, and/or Predictive 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 James Russell Lowell Elementary, 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 (DIBELS, SRI and/or Predictor Acuity) 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 data results are available, the increased learning time academic support program will operate from 4:00 p.m. to 6:00 p.m., Monday through Thursday for 27 weeks.

- SIG monies have been budgeted to support 14 teachers for Academic Support: 2 teachers per grade level
- SIG monies have been budgeted for an afterschool supervisor
- 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
- The school will work with Edna Martin Christian Center to design a cohesive tutoring program that includes academic and social skills
- Transportation home following the extended-time learning will be provided to students participating in the program
- Snacks will be provided to all students participating in the afterschool program
- SIG monies have been budgeted to provide teacher facilitators of the BOKS program (described elsewhere in the grant application) before

school

Balanced Calendar Intersessions: Additional Days Added to the School Year

Beginning in the school year 2011-2012, 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 2013-2014 school year and continuing throughout the SIG three-year funding period, the district anticipates operating Intersessions for 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

The Indiana Partnerships Center (PIRC) will oversee the Parent Mentor Program, which will offer a stipend to parents for working in classrooms weekly. Chicago's Logan's Square Neighborhood Association Parent Mentors Program (LSNA) describes the program as,

“The program model is based on helping parents (and grandparents) develop goals for their own lives, for their children, for their school and community. Parent Mentors spend a week together exploring their lives, their beliefs about themselves and what is possible. They learn about relational power and discover their capacities to influence others. They then engage in direct action by helping children in one classroom on a daily basis. They see the difference they can make and they gain an understanding of the school culture, and how decisions get made and what they can do to help.”

*Summary provided by Dr. Carol Myers, consultant for Indiana Partnerships Center who visited the Parent Mentor Program in LSNA.

Family Nights will occur monthly where staff, parents, and community members will work together to organize community building events that allow for fellowship and relationship building. The school's current Latino Parent Group will have a budget to continue and expand outreach to Latino families. A bilingual secretary will be hired to work through the duration of the grant. She/he will answer phones, schedule meetings, interact with visitors, and will translate all school communications.

8. Comprehensive Instructional Reform Strategies—EXTERNAL PROVIDER

James Russell Lowell has selected The New Teacher Project as its Lead External Provider. The collaboration with The New Teacher Project will:

1. Improve teacher effectiveness
2. Improve administrator effectiveness
3. Build teacher leaders

*Further details provided elsewhere in the grant application

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

-Creation and training of a Leadership Team 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 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

10. Provide Operational Flexibility and Sustained Support—OPERATIONAL FLEXIBILITY

Operational flexibility has been granted to James Russell Lowell Elementary. Because of its school improvement 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 James Russell Lowell Elementary 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 transform 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. The Executive Director will be supporting these schools in this effort.

The grant will help the school make the following changes/improvements:

- Build capacity in all school personnel
- Improve parent/community partnerships and communications

- Revise Process for Early Identification and Intervention with At-Risk Students
- Extend technology access to all students
- Intentionally design extended learning opportunities for our students
- Provide extensive professional development
- Recruit and retain highly qualified AND effective faculty and staff

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

The stakeholders at James Russell Lowell Elementary believe wholeheartedly that all of its students can learn beyond minimum state requirements if the barriers to their learning were removed or minimized and teachers were equipped to teach them. Improving the culture of the building and the delivery of instruction paired with technology and specific reading and math interventions will allow all students to achieve success. The following description of programs and/or processes specify how teacher, principal, and student change will occur with the use of SIG funds:

Instructional Improvements

The New Teacher Project (TNTP)

The New Teacher Project (TNTP) provided the following proposal that outlines two interconnected work streams through which TNTP can support James Russell Lowell Elementary’s efforts to increase academic outcomes for students:

1. Performance Management Strategy and Support-TNTP will build school leaders’ capacity to use performance management strategies that support higher quality instruction and lead to increased student outcomes
 - Implement weekly, school-based coaching for administrators focused on generating accurate teacher performance ratings and high quality, actionable feedback for teachers that gives them concrete guidance on how to improve.
 - Conduct school-based performance management trainings for participating school leaders to norm on the evaluation rubric, and train them in best practices such as differential retention and utilizing critical teacher performance and student outcomes data to drive teacher development and human capital decision-making.

- Administer TNTP's **Insight**, which has been proven to predict the retention of top performers, provide baseline data on the instructional culture in each building and develop a road map for creating a better environment for teachers.
- Develop resources and strategies that school leaders will implement to ensure teachers have a common understanding of performance expectations and view feedback and coaching as mechanisms that help them improve student outcomes.

2. Instructional Staff Development and Support-TNTP will train instructional leaders on effective coaching strategies to increase the quality of instruction and improve outcomes for students.

- Assess teacher effectiveness through observation and interim assessment data, and provide ongoing teacher performance analysis to school-based instruction leaders.
- Provide practice-based curriculum and coaching for school leaders to use with teachers that are focused on critical skills aligned to developmental areas identified through performance data analysis.
- Implement **on-site development for instructional leaders to practice in-class coaching strategies** with teachers, prepare for debrief conversations and use performance data to identify key levers that are most likely to increase teachers' overall performance ratings.
- **Co-facilitate teacher development sessions through TNTP Academy** that leverage best practices of educators like Doug Lemov and his *Teach Like a Champion* techniques, and align with skills that directly support the needs identified for teachers at James Russell Lowell Elementary School.

Build Leadership Capacity-Performance Management Strategies, Support and Capacity

TNTP will work with school leaders at James Russell Lowell Elementary School to build performance management capacity and accomplish the following objectives:

- Ensure school leaders have critical data around how teachers perceive the instructional culture in their schools and direction for how to act on that data to strengthen culture
- Establish a rigorous, shared vision of effective instruction using the district's teacher evaluation rubric and develop school leaders' capacity to accurately rate teachers
- Ensure systems and structures are in place that allow school leaders to observe teachers as often as possible
- Increase school leaders' proficiency in giving clear, actionable, and timely feedback to teachers on their performance

- Develop school leaders' capacity to use accurate performance assessment data to make strategic human capital decisions in areas such as differentiated retention, teacher development, and providing their strongest teachers with expanded responsibilities

Instructional Culture

TNTP's Insight survey provides a detailed assessment of how teachers perceive the instructional culture in their school; the analysis can help instructional leaders understand whether teachers feel supported, if their schools are places that high performers want to work, and what they can do to ensure they develop and sustain great instruction. The survey will be administered twice per year (near the end of each semester), provide a comprehensive report to track the school's growth against several instructional culture domains and work with school leaders to identify next steps.

Improving Teacher Effectiveness-Instructional Staff Development and Support

Performance Data Analysis

The best teacher development strategies extend beyond principal feedback conversations to differentiated training and job-embedded instructional coaching. Accurate, robust performance data helps school leaders move beyond simple one-on-one development and identify sub-groups of teachers who have common growth areas. This allows for smarter decisions about professional development resource allocation—specifically how to invest in targeted development opportunities tailored to groups of teachers who need and want help in a particular area.

The foundational coaching work we do with school leaders will create accurate teacher performance data through more accurate observation and evaluation ratings, an essential step for implementing a tailored professional development strategy. We will work with the school's instructional leadership team and coaches to analyze data and select teachers who are most likely to improve through these interventions.

TNTP Academy and Skill-Building Seminars

Teachers targeted for development by school leaders will participate in TNTP Academy sessions or other skill-building seminars co-developed and co-facilitated by TNTP staff and school instructional leaders. Each session will focus on a limited number of discrete, high-leverage pedagogical skills that will be determined by actual competency ratings.

TNTP Academy sessions designed to support teachers in need of improvement will focus on mastery of foundational instructional skills and integrate best practices of educators like Doug Lemov and his *Teach Like a Champion* techniques that align with areas we have seen many novices struggle to master. TNTP staff members co-leading these sessions are fully trained in *Teach Like a Champion* techniques and strategies for supporting school-based coaches with their implementation. Other skill-building seminars designed for high potential subgroups of teachers with a solid grasp of the basics, will focus on developing higher-level instructional skills necessary to maximize effectiveness.

Instructional Leader Coaching

Through real time coaching aligned with the content seminars, the school's instructional leadership team will learn strategies for assessing teachers' classroom implementations of critical skills and techniques that will help them improve their overall performance. They will analyze performance data with school leaders and TNTP staff to select specific teachers to prioritize and implement multiple interventions with a teacher over 1-3 week cycles.

The school's instructional leaders will be trained on and practice a variety of strategies based on what will most rapidly improve teacher performance including:

- Joint analysis of student data
- Co-planning
- Observation feedback
- In-class modeling
- Co-teaching
- In-class coaching

Our goal is to ensure classroom teachers improve their practice and significantly increase student achievement.

The Responsive Classroom Approach

As stated on the Responsive Classroom website, "The Responsive Classroom is a general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The Responsive Classroom approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs. These classroom practices are the heart of the Responsive Classroom approach:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work

- **Classroom Organization**—setting up the physical room in ways that encourage students’ independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents’ insights and helping them understand the school’s teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students,”

<https://www.responsiveclassroom.org/faq#distinctive>

Intervention Programs/Products/VMath

Voyager’s VMath interventions will allow students in grades two through six to fill their gaps in mathematics instruction everyday for thirty minutes per day. The scripted program has re-teaching material for every math standard. Teachers will be able to assess students and assign modules for remediation. VMath has an online component that will allow for further differentiation and independent study when applicable. Staff members will receive ongoing professional development and coaching from Voyager consultants seven times each year.

Intervention Programs/Products/Multisensory Materials

Multisensory materials will be purchased to continue the use of Orton Gillingham in grades kindergarten through grade two. Materials will also be purchased to expand whole group multisensory instruction to third grade. Furthermore, materials will be purchased to remediate students in grades four through six who are multiple grade levels behind. Appropriate staff members will attend summer training as well as coaching throughout the year.

Wonders Interventions

McGraw Hill’s, *Wonders*, is the core reading adoption used by James Russell Lowell Elementary in grades three through six. They have intervention materials that correspond to the reading series. Intervention kits will be purchased for each teacher to use with underperforming students. The Indianapolis Public Schools district will provide the training for teachers to effectively use the materials.

Intervention Programs/Products /Technology

Digital devices will provide students in grades kindergarten through six, 21st century skills. Students will need a digital device to be able to access online core reading materials, Ticket to Read, VMath Live, multi-sensory apps, Acuity tutorials, research sites and to collaborate to complete projects. Computers, and Smart Boards will allow teachers to differentiate instruction for students. Student response systems will allow extended instructional time during lunch periods. Furthermore, they allow teachers to quickly assess students both formally and informally and provide immediate feedback and differentiation. Teachers will require training to support in-class use of digital devices. An onsite technology specialist will provide the required training and will service and inventory equipment to keep technology up and running.

Interventionists

Seven interventionists will be hired by the principal to support instruction in each grade level. The interventionists will teach during core instruction, provide small group interventions to struggling students, and seamlessly cover classrooms when teachers are receiving professional development. They will also participate in professional development opportunities to prepare them to take over instruction for extended leaves and vacancies.

Extended Time Opportunities

Summer School: 15 days per year, 4 hours per day

After school program: 4 days per week, 2 hours per day, 27 weeks per year

Two intersessions: 5 days, 4 hours per day

School Culture Changes

Additional Staff

The **behavior specialist** and additional **social worker** will work with staff and students to improve the atmosphere of the school. They will work closely with students to remove barriers to instruction. Both will concentrate on conflict resolution, anger management, and anti-bullying with identified students. They will facilitate the creation of behavior plans for identified students. Both staff members will also staff a de-escalation room where special and general education students can go to have their sensory needs met. SIG funding will give James Russell Lowell Elementary the opportunity to equip the room with rocking chairs, swings, weighted vests, and other sensory items.

The **bilingual secretary** will enable the school faculty to communicate with all of its parents. She/he will translate all oral and written communications including: newsletters, flyers, and ConnectEd messages. She will interact with school visitors daily. The addition of a bilingual secretary will alleviate the need to pull bilingual assistants from the classroom, which interrupts the flow of instruction.

Programs/Playworks

Playworks staff will work with students and staff to build healthy relationships. They will teach children how to interact with one another in appropriate ways. They will be in the building five days per week, facilitating recess and classroom meetings. Playworks staff will work with student leaders in grades five and six weekly. The Playworks informal flyer sent to James Russell Lowell Elementary printed the following about the program:

Building Play as a Cornerstone of the School Day

Play provides an unparalleled opportunity to foster the physical, social and emotional development of our kids. Since 1996, Playworks has worked on-site exclusively with low-income schools, engineering a powerful system of play that is making a daily difference where it is most needed. With energy and imagination, high fives and hula hoops, Playworks builds play and physical activity into a positive school environment, offering opportunities throughout the entire day, beginning before the first bell rings and continuing until well after the last has silenced. Our work focuses on five key areas:

Recess Time

Armed with balls, cones, jump ropes and enthusiasm, Playworks coaches take to the blacktop or hardwood every recess, taking advantage of the amazing teaching and learning opportunities inherent in recess and bringing healthy, inclusive play that moves kids off the sidelines and engages them in the action.

Leadership Development

We build play into leadership through the Playworks Junior Coach program, which encourages teams of students to work together to learn games, fair play and positive conflict resolution and to teach these skills and lessons appropriately to their classmates.

Class Game Time

Between recess bells, Playworks coaches establish a weekly schedule of class game time activities, providing an inclusive, consciously cooperative approach to introducing sports and physical activity to children. Kids learn basic sports, playground and cooperative games, as well as lessons on physical health and fitness and principles of violence prevention and safety.

Interscholastic/Developmental Sports Leagues

Playworks builds empathy and teamwork through our interscholastic/developmental sports leagues, which teach students the skills of games like basketball, volleyball and soccer. In many cases, these Playworks leagues provide opportunities that students may not otherwise have.

Out-of-School Time Programs

Finally, Playworks builds play into the fabric of the community with our out-of-school time programs, which bring kids together before or after the bells each day to focus on learning and growing. These programs provide students with a solid combination of scholastic support, engaging physical activities and group projects within a consistent community.

Programs/The Parent Mentor Program

The Parent Mentor Program will partner parents and school staff to improve the lives and education of primary aged students. Parents will work with PIRC (Parent Information Resource Center) to receive training on leadership and advocacy. They will work in classrooms daily to mentor,

remediate, and help with management and instructional tasks. The key program elements follow:

- Committed community organization and staff that oversee the program, who see parents as powerful resources and coach them as leaders and activists
- Staff support (half time Parent Coordinator for each school, and 1 Program Director from LSNA that works with 3 or 4 Parent Coordinators)
- Cohort of Parent Mentors at each school (they recommend 8-10 Parent Mentors per school)
- Initial 5 day Parent Leadership Training and ongoing individual support and weekly group learning
- Collaboration with school principals
- Selection of teachers who apply to have Parent Mentors
- Inclusion of any parents who want to be in the program
- Focus on primary grades so that parents who are second language learners can still make significant impact in the classroom
- Multiple opportunities for deepening parent leadership in school and community

*Summary provided by Dr. Carol Myers, consultant for Indiana Partnerships Center who visited the Parent Mentor Program in LSNA(Logan's Square Neighborhood Association Parent Mentors Program).

Programs/BOKS

Dr. John Ratey, a clinical associate professor of psychiatry at Harvard Medical School said, "Exercise in many ways optimizes your brain to learn." Studies in three states, Georgia, Illinois, and California found that students significantly raised their scores in core subject areas and on intelligence tests compared to their inactive peers. SIG funds would allow staff members to offer the BOKS to students before school daily. Students would exercise daily for 45 minutes and then wind down at breakfast immediately afterward. Students would be better equipped to begin class-work as their brain and body would be prepared to learn.

www.bokskids.org

Student Incentives

SIG funding will provide the school with monies to offer student incentives for attending extended learning time opportunities, having proper behavior, achieving desired achievement goals, and reaching growth goals.

James Russell Lowell Elementary stakeholders believe the addition of staff, data-driven professional development, interventions, extended learning opportunities, social/emotional programs, parental involvement initiatives, incentives, and technology will allow students and staff to successfully achieve improvement goals. In lieu of a fulltime grant manager, James Russell Lowell Elementary has budgeted monies to cover up to 8 hours of

work per week, outside of contracted time, to be dedicated to grant management. Teacher leaders or administrators will be compensated for completion of work.

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. <i>All models</i>	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. Budget resources to support successful implementation are carefully calculated and assigned to address each identified transformation intervention element.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Attached Budget Resources required to support full and effective implementation of the transformation interventions are carefully calculated and calibrated in each budget line item.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Attached Budget Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.

<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	<p>X</p>		<p>Attached Budget The proposed annual budget is under two million per school and exceeds \$50,000.</p>
<p>Capacity Task</p>	<p>Yes</p>	<p>No</p>	<p>District Evidence</p>
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	<p>X</p>		<p>For the 2013-2014 academic year, IPS will apply for the SIG 1003 (g) for three (3) of the 17 elementary schools on the Priority list due to the lack of capacity for the others (please see narrative under 2: <i>Explanation if LEA is Not Applying to Serve Each Priority School</i>).</p>
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • 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 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 	<p>X</p>		<p>The selection of External Partners (an on-going collaboration with IPS, TNTP, and James Russell Lowell stakeholders), funded staff, extended-time initiatives, intervention materials, incentives for staff and students, professional development, updated technology, and every component proposed within this grant application are directly linked to the improvement of student academic achievement.</p>

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>Officer/Director of Turnaround School's Resume: Yvonne Rambo</p> <p>Director of Elementary Education's Resume: Joan Harrell</p> <p>Principal's Resume: Jennifer Pearson</p>

Principal

A new principal, Jennifer Pearson, has been selected to lead transformation at James Russell Lowell Elementary for the 2013-2014 academic year. The principal has received district-sponsored, ongoing training to assume this leadership role. Trainings include, but are not limited to, Superintendent's Retreat, monthly principals' meetings, district site visits, and monthly meetings with content area personnel. A dynamic and talented educator has been selected to lead James Russell Lowell Elementary. IPS has supported Jennifer Pearson with training and internships to prepare her to succeed. She will be supported by The New Teacher Project, who will provide leadership training, on-site coaching, and proven leadership structures. The New Teacher Project will build leadership capacity and performance management strategies:

TNTP will work with school leaders at James Russell Lowell Elementary School to build performance management capacity and accomplish the following objectives:

- Ensure school leaders have critical data around how teachers perceive the instructional culture in their schools and direction for how to act on that data to strengthen culture
- Establish a rigorous, shared vision of effective instruction using the district's teacher evaluation rubric and develop school leaders' capacity to accurately rate teachers
- Ensure systems and structures are in place that allow school leaders to observe teachers as often as possible
- Increase school leaders' proficiency in giving clear, actionable, and timely feedback to teachers on their performance

- Develop school leaders' capacity to use accurate performance assessment data to make strategic human capital decisions in areas such as differentiated retention, teacher development, and providing their strongest teachers with expanded responsibilities.

Staff

Jennifer Pearson is currently in the process of interviewing candidates to identify faculty and staff members who share the principal's exuberance for learning and passion for teaching. These candidates will fill existing openings within the building. These staff members will have the level of efficacy and urgency to escalate instruction.

Jennifer Pearson observed current staff in action to determine which staff members may remain. She is currently in the process of interviewing other candidates to identify faculty and staff members who share her exuberance for learning and passion for teaching.

Staff members are informed of the additional responsibilities and opportunities that teaching in an IPS transformation school requires. Staff retention will be imperative in the process due to extensive training provided to staff. Their commitment to do so also makes them eligible for incentives that are linked to performance. Staff Assurance letters will be discussed and signed during informational meetings.

District Support

James Russell Lowell Elementary's principal and staff will be ably supported by the Officer/Director of Turnaround Schools, Yvonne Rambo and by the Executive Director of Elementary Education, Joan Harrell. Reinforcement will be ongoing throughout the academic year in the form of meetings, site visits, and data support. These administrators have extensive experience providing leadership that improves student achievement and will support James Russell Lowell Elementary's Transformation.

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Staff Assurances • Staff Surveys • Staff Needs Assessments 	<p>X</p>	<p>Teacher Commitment Letter All teachers at IPS-SIG funded schools will sign a commitment letter that includes the necessity to participate in weekly collaborative planning, the summer retreat, extended time opportunities, and the embedded professional development. The principal has assembled a group of team players who are proud of their school, accountable for their students, and who are willing to go the extra mile to ensure all are learning.</p> <p>In return, staff qualifies for financial incentives and possible career advancement.</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p>	<p>X</p>	<p>James Russell Lowell Elementary collaborated with parents and community members in the following ways:</p> <p>PTA Kick Off meeting on 5/21/13</p>

<p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			<p>Email conversation with community partners about needs on 5/21/13 Draft review via email with community partners 5/22/13 Budget review with community partners 5/23/13 and 5/30/13 ConnectEd sent to staff and parents to update progress on 6/2/13 Parent Meeting review of final proposal on 6/4/13</p>
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Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>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</i> 	X		<p>Please see attached School Board Assurance Letter</p>

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>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</i> 	X		<p>Please see attached Superintendent Assurance Letter</p>
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<i>successful experience in changing schools</i>			
Capacity Task	Yes	No	District Evidence
<p>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.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	X		<p>The teachers' union leadership team members were informed regarding the various types of school improvement models and the list of schools qualifying for the models.</p> <p>The teachers' union leadership team members have indicated their willingness to be our active partners in eliminating barriers to allow the full implementation of the transformation model.</p> <p>The teachers' union supports changes to the school day and school calendar, recognizing that teachers will be compensated. Please see attached letter.</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	X		<p>Partnerships as described below</p> <p>There are no limitations within IPS restricting principal searches to a designated region.</p> <p>Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated <i>Education Week</i>, and Indiana Department of Education website, as well as alternative licensing organizations.</p> <p>Competencies were identified as to the skill set needed for successful leadership at a transformation school.</p> <p>Presently, James Russell Lowell Elementary has recruited a new principal within the last academic year (2012-2013) that possesses these competencies.</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		<p>Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated <i>Education Week</i>, and Indiana Department of Education website, as well as alternative licensing organizations.</p> <p>Competencies were identified as to the skill set needed for successful leadership at a transformation school.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district’s ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 	X		<p>The timeline below specifies the monthly focus of the proposal for year one. Years two and three will be similar but will focus on professional development topics that are dictated by data collected from observations, the Quality Review, and the School Portfolio.</p>

Transformation School Implementation Timeline 2013-2014 Academic Year

All elements of the transformation plan are implemented in Year 1 and 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
July	<p>The New Teacher Project will begin the planning process with the district turnaround officer and the executive elementary director</p> <p>Playworks will begin the planning process with school administrators and the community coordinator</p> <p>PIRC will begin recruiting and planning for the implementation of the Parent Mentor Program</p> <p>Technology Specialist: Hire a certified technology specialist to work with teachers, administrators, and students on effective technology uses</p> <p>Technology: Order computers, Smart Boards, and Student Response Systems</p> <p>Bilingual Secretary: Hire a bilingual secretary to assist with parent communication with Latino families</p> <p>Interventionists: Hire interventionists to teach reading, math, and intervention periods daily</p> <p>Behavior Specialist: Hire certified behavior specialist to work with identified students, to create behavior plans, and to provide professional development to teachers</p>	<p>Mrs. Rambo, Mrs. Harrell, Mrs. Pearson, and TNTP</p> <p>Playworks, Mrs. Pearson, Ms. Campbell, and Ms. Studley</p> <p>Mrs. Garvey (PIRC) and Ms. Studley</p> <p>Mrs. Pearson, Principal</p> <p>Purchasing Department and Mrs. Pearson, principal</p> <p>Mrs. Pearson, principal</p> <p>Mrs. Pearson, principal</p> <p>Mrs. Pearson, principal</p>

	<p>Social Worker: Hire certified social worker to support identified students, to increase attendance rates, and to refer families to community resources</p> <p>Intervention materials: Order <i>Wonders</i> intervention kits, Orton Gillingham support materials, and VMath kits</p> <p>Summer Professional Development: Three (3) days of training for vision setting, rituals, routines, Responsive Classroom and Vmath training, and TNTP initial training with staff</p> <p>Multi-sensory Orton Gillingham Training: Three (3) days of training provided by the Rooney Foundation for new primary teachers and interventionists</p> <p>Leadership Team Retreat: Two (2) days of training to build a solid foundation of instructional leadership skills</p>	<p>Mrs. Pearson, principal</p> <p>Mrs. Pearson, principal</p> <p>Mrs. Pearson, TNTP, Responsive Classroom staff, and all instructional staff</p> <p>Rooney Foundation, new primary teachers, interventionists</p> <p>Mrs. Pearson, the leadership team, and TNTP</p>
August	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Playworks staff Professional Development: All instructional staff will attend a one day training</p> <p>Vmath Professional Development: Voyager consultants will observe and coach one day and meet with interventionists on day 2</p> <p>Responsive Classroom Professional Development: All instructional staff will attend a follow-up training session from the summer PD</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Playworks staff and all instructional staff</p> <p>Voyager Consultants and interventionists</p> <p>Responsive Classroom Trainers and all instructional staff</p>

	<p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>New Teacher Mentoring: The principal will assign first through third year teachers a mentor from the leadership team</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Begin and implement the BOKS program before school</p> <p>Assessment #1 will be administered to K-6th graders. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks initiative will begin daily.</p> <p>Parent Mentors will be matched with teachers and the daily program will begin.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p>	<p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mrs. Pearson, principal</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and Title I teachers</p> <p>Playworks staff</p> <p>PIRC</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p>
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	<p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>TNTP</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
September	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Responsive Classroom Professional Development: All instructional staff will attend a follow-up training session from the summer PD</p> <p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Implement the BOKS program before</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Responsive Classroom Trainers and all instructional staff</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p>

	<p>school</p> <p>Progress Monitoring Assessments will be administered to K-6th graders. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
October	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p>

	<p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Continue implementation of the BOKS program before school</p> <p>Progress Monitoring Assessments will be administered to K-6th graders. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Intersession: Five (5) days of intersession providing intensive interventions and/or enrichment, based on data</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings,</p>	<p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p> <p>Mrs. Pearson, principal, Ms. Campbell, assistant principal</p> <p>Community Coordinator, Parental</p>
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	weekly Latino parent meetings	Involvement Committee, PTA, and Title I teachers
November	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Responsive Classroom Professional Development: All instructional staff will attend a follow-up training session from the summer PD</p> <p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Continue implementation of the BOKS program before school</p> <p>Progress Monitoring Assessments will be administered to K-6th graders. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Responsive Classroom Trainers and all instructional staff</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Playworks staff</p>

	<p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
December	<p>Vmath Professional Development: Voyager consultants will observe and coach one day and meet with interventionists on day 2</p> <p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p>	<p>Voyager Consultants and interventionists</p> <p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p>

	<p>Extended Time Learning: Continue implementation of the BOKS program before school</p> <p>Assessment #2 will be administered to 3rd -6th graders. K-2nd student will continue Progress Monitoring. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Financial Incentives: Calculate financial incentives based on performance</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Director</p> <p>TNTP</p> <p>Mrs. Pearson and Mrs. Rambo</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
January	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p>

<p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Continue implementation of the BOKS program before school</p> <p>Progress Monitoring Assessments will be administered to 3rd -6th graders. Assessment #2 will be administered to K-2nd graders. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional</p>	<p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p>
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	<p>staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
February	<p>Vmath Professional Development: Voyager consultants will observe and coach one day and meet with interventionists on day 2</p> <p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Continue implementation of the BOKS program before school</p> <p>Progress Monitoring Assessments will be administered to K-6th graders. Disaggregated results will be given to teachers within two days.</p>	<p>Voyager Consultants and interventionists</p> <p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p>

	<p>Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
<p>March</p>	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and</p>

<p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Continue implementation of the BOKS program before school</p> <p>Progress Monitoring Assessments will be administered to K-2nd graders. 3rd-6th graders will take Assessment #3. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>IREAD3 will be administered to 3rd graders. Disaggregated results will be given to teachers as they are released from the IDOE. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>ISTEP+ Applied Skills will be administered to 3rd-6th graders. Disaggregated results will be given to teachers as they are released by the IDOE. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Third grader teachers, Mrs. Pearson, Reading Coach</p> <p>All instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I</p>
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	<p>Intersession: Five (5) days of intersession providing intensive interventions and/or enrichment, based on data</p>	<p>teachers</p> <p>Mrs. Pearson, principal, Ms. Campbell, assistant principal</p>
<p>April</p>	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Leadership Team Meetings: The leadership team will meet bimonthly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet bimonthly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Implement the BOKS program before school</p> <p>Progress Monitoring Assessments will be administered to K-6th graders. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p>

	<p>ISTEP+ MC will be administered to 3rd-6th graders. Disaggregated results will be given to teachers when released by the IDOE. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>All instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
May	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, technology usage</p> <p>Responsive Classroom Professional Development: All instructional staff will attend a follow-up training session from the summer PD</p> <p>Leadership Team Meetings: The leadership team will meet biweekly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet biweekly with mentees to problem solve, support, and train them</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will participate</p> <p>Responsive Classroom Trainers and all instructional staff</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p>

	<p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of after school extended time learning</p> <p>Extended Time Learning: Implement the BOKS program before school</p> <p>Progress Monitoring Assessments will be administered to 3rd-6th graders. K-2nd graders will take Benchmark #3. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p>	<p>TNTP</p> <p>Afterschool supervisor, Edna Martin, and extended time teachers</p> <p>Before school extended time teachers</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p>
June	<p>Structured Teacher Planning Time (STPT): Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated</p>	<p>Mrs. Pearson, leadership team, technology or TNTP-All grade level teams will</p>

	<p>instruction, technology usage</p> <p>Responsive Classroom Professional Development: All instructional staff will attend a follow-up training session from the summer PD</p> <p>Leadership Team Meetings: The leadership team will meet biweekly to monitor school improvement</p> <p>Mentor Meetings: The mentors will meet biweekly with mentees to problem solve, support, and train them</p> <p>Coaching/Modeling/Monitoring: On-ground support and professional development by TNTP partners; daily instructional monitoring and feedback from principals based on formal and informal observations</p> <p>Extended Time Learning: Use assessment data for planning and implementation of Summer School</p> <p>Progress Monitoring Assessments will be administered to K-6th graders. Disaggregated results will be given to teachers within two days. Results will be used to inform re-teaching, adjust strategies, and determine interventions.</p> <p>Playworks continues daily.</p> <p>Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office.</p> <p>TNTP Professional Development: Once per month, all instructional staff will attend professional development outlined by the <i>Teach Like a Champion</i> book</p>	<p>participate</p> <p>Responsive Classroom Trainers and all instructional staff</p> <p>Mrs. Pearson, Ms. Campbell, TNTP, and the leadership team</p> <p>Mentors and Mentees</p> <p>TNTP</p> <p>Mrs. Pearson, principal, Ms. Campbell, assistant principal</p> <p>Mrs. Pearson, Ms. Campbell, Reading Coach, and all instructional staff</p> <p>Playworks staff</p> <p>Mrs. Rambo, Turnaround Officer/Director Joan Harrell, Executive Director of Elementary Education</p> <p>TNTP</p>
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	<p>Financial Incentives: Calculate financial incentives based on performance</p> <p>Community Outreach Efforts: Monthly Family Nights, monthly parent trainings, monthly PTA meetings, monthly Education Taskforce meetings, weekly Latino parent meetings</p> <p>Secure Staff for the following school year: Hire all staff for any vacancies</p> <p>Summer Professional Development: Meet with TNTP to determine the professional development for the following school year</p>	<p>Mrs. Pearson and Mrs. Rambo</p> <p>Community Coordinator, Parental Involvement Committee, PTA, and Title I teachers</p> <p>Mrs. Pearson, principal</p> <p>TNTP, Mrs. Rambo, Mrs. Pearson</p>
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Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <i>Professional Development sign in sheets aligned to SIG funded PD</i> <i>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)</i> 	<p>X</p>		<p>District staff has a high level of expertise and successful experience in research, and implementing the selected model as described below:</p> <p>The Turnaround Office was created at the IPS District Office and is supported by the Curriculum & Instruction Division. The Executive Director of Elementary Education will direct and oversee James Russell Lowell Elementary with onsite visitation to monitor and support initiative implementation.</p> <p>IPS demonstrated commitment to improving student achievement by adding the Forest Manor Professional Development Center. We transformed a closed middle school into a Professional Development Center for administrators and teachers in December 2009. This center has logged hundreds of hours of training, serving over two thousand teachers since its opening.</p> <p>The district professional development support for schools includes, but is not limited to, Math and Literacy Coaches.</p>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	X	<p>James Russell Lowell collaborated with parents and community members in the following ways:</p> <p>Needs Assessment completed with focus group on 5/17/13 Staff Newsletter on 5/20/13 PTA Kick Off meeting on 5/21/13 Email conversation with community partners about needs assessment on 5/21/13 Draft review with staff during staff meeting on 5/22/13 Draft review via email with community partners 5/22/13 Budget review with community partners 5/23/13 and 5/30/13 Ed Connect sent to staff and parents to update progress on 6/2/13 Stakeholder Meeting review of final proposal on 6/4/13</p>
		<p>The District Data Warehouse is up and running and is able to support the data needs of central office divisions as well as the schools. Since December 2010, teachers and principals are able to create their own real-time data reports through this warehouse.</p> <p>The district will provide James Russell Lowell Elementary with pacing guides and rich and timely formative data so that focused teaching and intervention ensures all students are mastering standards-based targets.</p>

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 	X		<p>Funding Source Alignment Detailed Below</p>

Resource/Intervention	Funding Source
District Predictive Assessments	District
Scholastic Reading Inventory	Title I
mClass Reading (DIBELS, Reading 3D) and Math	Title I
Data-Driven Professional Development	Title I, SIG Grant, Title IIA
8-Step Process	District
Pacing Guide/Instructional Calendar	District
Transportation	SIG Grant/IPS
District Turnaround Office & Support	District
Turnaround Officer	District
External Partners	SIG Grant
Bilingual Secretary	SIG Grant
Structured Teacher Planning Time	District
Learning Log Meetings	District
District-Level Professional Development	District
Behavior Specialist	SIG Grant
Education Taskforce	District
Interventionists (7 Certified Teachers)	SIG Grant
Second Social Worker	SIG Grant (IPS funds one)
Technology Specialist	SIG Grant
Technology	SIG Grant
Student Incentives	SIG Grant
Teacher/Leader/Staff Incentives & Compensation for extended time learning	SIG Grant
Administrator Compensation for extended responsibilities	IPS/SIG Grant

IPS Academic Support

All content teachers in the transformation schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform formative and summative including, but not limited to: Acuity Predictive, Scholastic Reading Inventory, Dynamic Indicators of Basic Early Skills, mClass Math (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.
- 8-Step Process: As part of the 8-Step Process, bi-monthly Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze assessment results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods.
- Quarterly Predictor Assessments are given to students in grades 3-8. These predictive assessments gauge students’ progress in mastering standards to be assessed on ISTEP+.
- Scholastic Reading Inventory is a summative assessment administered to students in grades 3-8 that pinpoints students’ individual Lexile scores at their Independent reading level. This assessment is conducted three times per year.

Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and mClass Math are formative assessments administered to students in grades K-2. These assessments pinpoint students’ strengths and weaknesses in phonics, reading comprehension, and basic mathematical skills.

<p>19. The district demonstrates the ability and commitment to increased instructional time. <i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools’ daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can</i> 	<p>X</p>	<p>As a transformation school, James Russell Lowell Elementary 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.</p> <p>IPS runs on a balanced calendar that permits intersession 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. Only effective and highly effective teachers will be hired. Each intersession will consist of five days and up to 4 hours per day.</p> <p>IPS will also provide a three (3) week Summer Session.</p>
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<p><i>be most effectively used</i></p> <ul style="list-style-type: none">• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i><ul style="list-style-type: none">○ <i>An additional block of time embedded into the school day</i>○ <i>Summer enrichment/remediation</i>○ <i>Saturday intervention</i>○ <i>Before or after school enrichment/remediation</i>○ <i>School vacation weeks</i>• <i>Compensation for extended day is identified by the LEA</i>			
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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 2013-2014*.
- 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
<p>I. Design and implement school intervention model consistent with federal application requirements.</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 supporting the designed interventions;</p> <p>(d) Assessing other resources that will support</p>	<p>The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels:</p> <p>(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 transformation principal.</p> <p>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/transformation principal by eliminating barriers that interfere with the efficient and effective implementation of the model.</p> <p>Simultaneously, the principal of James Russell Lowell Elementary will be held accountable for maintaining fidelity to the model as described in this proposal.</p> <p>(b) To keep key leadership apprised of turnaround/transformation school progress and to solicit their input and continuous support, data findings will be:</p> <ul style="list-style-type: none"> • Reported to the Associate Superintendent and Superintendent • Shared at weekly superintendent's cabinet meetings • Periodically updated in the superintendent's Weekly School Board Notes • Reported regularly to the School Board Education Committee <p>(c) Data findings will drive on-going programmatic and personnel adjustments over</p>

<p>the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(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;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement</p> <p>(d) Findings from Phase I & II turnaround schools will offer subsequent priority schools with invaluable “lessons learned,” as the next round of priority schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates.</p> <p>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.</p> <p>Each aspect of the implementation process and the system of supports contained in the proposal is designed to develop capacity for sustained improvement at James Russell Lowell Elementary.</p> <p>(e, f, g, h, i, j) Monthly process checks with Joan Harrell, Executive Director of Elementary Education will keep all apprised of implementation results. Process checks will include, but are not limited to, monitoring and support of initiative implementation, and data support.</p> <p>The James Russell Lowell Leadership Team will meet biweekly to monitor progress toward school improvement goals. Additionally, eight (8) hours per week have been dedicated to grant management by school staff.</p> <p>As indicated in the alignment of resources above, a plan to sustain reforms is in place.</p> <p>Professional Development (training provided by our external provider) - Internal capacity at James Russell Lowell Elementary will be built to locally provide and sustain training needs: <i>Funding: Title 2A</i></p> <p>Performance-based financial awards – <i>Funding: Competitive grant application to U.S. Department of Education TIF – Teacher Incentive Funds</i></p>
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	<p>Extended Time Learning costs for teachers and transportation- <i>Funding: Allowable costs under Title 1</i></p> <p>Technology – <i>Funding: Technology grants</i></p> <p>External Provider - Capacity gained should enable us to continue practices acquired. With an established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <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>The New Teacher Project (TNTP) in collaboration with James Russell Lowell Elementary will implement a series of targeted initiatives to improve teacher quality and administrator capacity. IPS and James Russell Lowell Elementary screened and recruited TNTP and selected them based on their previous success with the following needs of the school:</p> <ul style="list-style-type: none"> -improved teacher effectiveness -improved leadership opportunities -improved administrator capacity to effectively evaluate and give feedback to teachers -improved strategies for student achievement including differentiation of instruction <p>TNTP’s proposal meets all of the commitment requirements and has been determined to be the appropriate Lead External Partner for James Russell Lowell Elementary. The full proposal follows:</p> <p><i>The New Teacher Project (TNTP)</i></p> <p>The New Teacher Project (TNTP) provided the following proposal that outlines two interconnected work streams through which TNTP can support James Russell Lowell Elementary’s efforts to increase academic outcomes for students:</p> <ol style="list-style-type: none"> 1. Performance Management Strategy and Support-TNTP will build school leaders’ capacity to use performance management strategies that support higher quality

<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 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>instruction and lead to increased student outcomes</p> <ul style="list-style-type: none"> • Implement weekly, school-based coaching for administrators focused on generating accurate teacher performance ratings and high quality, actionable feedback for teachers that gives them concrete guidance on how to improve. • Conduct school-based performance management trainings for participating school leaders to norm on the evaluation rubric, and train them in best practices such as differential retention and utilizing critical teacher performance and student outcomes data to drive teacher development and human capital decision-making. • Administer TNTP's Insight, which has been proven to predict the retention of top performers, provide baseline data on the instructional culture in each building and develop a road map for creating a better environment for teachers. • Develop resources and strategies that school leaders will implement to ensure teachers have a common understanding of performance expectations and view feedback and coaching as mechanisms that help them improve student outcomes. <p>2. Instructional Staff Development and Support-TNTP will train instructional leaders on effective coaching strategies to increase the quality of instruction and improve outcomes for students.</p> <ul style="list-style-type: none"> • Assess teacher effectiveness through observation and interim assessment data, and provide ongoing teacher performance analysis to school-based instruction leaders. • Provide practice-based curriculum and coaching for school leaders to use with teachers that are focused on critical skills aligned to developmental areas identified through performance data analysis. • Implement on-site development for instructional leaders to practice in-class coaching strategies with teachers, prepare for debrief conversations and use performance data to identify key levers that are most likely to
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increase teachers' overall performance ratings.

- **Co-facilitate teacher development sessions through TNTP Academy** that leverage best practices of educators like Doug Lemov and his *Teach Like a Champion* techniques, and align with skills that directly support the needs identified for teachers at James Russell Lowell Elementary School.

Build Leadership Capacity-Performance Management Strategies, Support and Capacity

TNTP will work with school leaders at James Russell Lowell Elementary School to build performance management capacity and accomplish the following objectives:

- Ensure school leaders have critical data around how teachers perceive the instructional culture in their schools and direction for how to act on that data to strengthen culture
- Establish a rigorous, shared vision of effective instruction using the district's teacher evaluation rubric and develop school leaders' capacity to accurately rate teachers
- Ensure systems and structures are in place that allow school leaders to observe teachers as often as possible
- Increase school leaders' proficiency in giving clear, actionable, and timely feedback to teachers on their performance
- Develop school leaders' capacity to use accurate performance assessment data to make strategic human capital decisions in areas such as differentiated retention, teacher development, and providing their strongest teachers with expanded responsibilities

Instructional Culture

TNTP's Insight survey provides a detailed assessment of how teachers perceive the instructional culture in their school; the analysis can help instructional leaders understand whether teachers feel supported, if their schools are places that high

performers want to work, and what they can do to ensure they develop and sustain great instruction. The survey will be administered twice per year (near the end of each semester), provide a comprehensive report to track the school's growth against several instructional culture domains and work with school leaders to identify next steps.

Improving Teacher Effectiveness-Instructional Staff Development and Support Performance Data Analysis

The best teacher development strategies extend beyond principal feedback conversations to differentiated training and job-embedded instructional coaching. Accurate, robust performance data helps school leaders move beyond simple one-on-one development and identify sub-groups of teachers who have common growth areas. This allows for smarter decisions about professional development resource allocation—specifically how to invest in targeted development opportunities tailored to groups of teachers who need and want help in a particular area.

The foundational coaching work we do with school leaders will create accurate teacher performance data through more accurate observation and evaluation ratings, an essential step for implementing a tailored professional development strategy. We will work with the school's instructional leadership team and coaches to analyze data and select teachers who are most likely to improve through these interventions.

TNTP Academy and Skill-Building Seminars

Teachers targeted for development by school leaders will participate in TNTP Academy sessions or other skill-building seminars co-developed and co-facilitated by TNTP staff and school instructional leaders. Each session will focus on a limited number of discrete, high-leverage pedagogical skills that will be determined by actual competency ratings.

TNTP Academy sessions designed to support teachers in need of improvement will focus on mastery of foundational instructional skills and integrate best practices of educators like Doug Lemov and his *Teach Like a Champion* techniques that align with areas we have seen many novices struggle to master. TNTP staff members co-leading these sessions are fully trained in *Teach Like a Champion* techniques and

strategies for supporting school-based coaches with their implementation. Other skill-building seminars designed for high potential subgroups of teachers with a solid grasp of the basics, will focus on developing higher-level instructional skills necessary to maximize effectiveness.

Instructional Leader Coaching

Through real time coaching aligned with the content seminars, the school's instructional leadership team will learn strategies for assessing teachers' classroom implementations of critical skills and techniques that will help them improve their overall performance. They will analyze performance data with school leaders and TNTP staff to select specific teachers to prioritize and implement multiple interventions with a teacher over 1-3 week cycles.

The school's instructional leaders will be trained on and practice a variety of strategies based on what will most rapidly improve teacher performance including:

- Joint analysis of student data
- Co-planning
- Observation feedback
- In-class modeling
- Co-teaching
- In-class coaching

Our goal is to ensure classroom teachers improve their practice and significantly increase student achievement.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p>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:</p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support 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 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 	<p>In response to a number of IPS schools failing to meet PL221, IPS has established a Turnaround Office at the District Level to assist schools in turnaround and transformation.</p> <p>This office provides powerful support and direction for these schools including: Officer/Director of Turnaround Schools: Yvonne Rambo Executive Director of Elementary Education: Joan Harrell</p> <p>The Executive Director of Elementary Education will closely oversee the turnaround for James Russell Lowell Elementary. She, or her designee, will be onsite at James Russell Lowell Elementary to closely review formative data and regularly conduct fidelity checks and informal assessments to see the effects of the transformation initiative.</p> <p>Each school visit potentially includes time to view classes in session, as the schedule allows, and to meet with the principal and key staff. They inquire about curricula, course sequencing, textbooks, assessment systems, scheduling, and supports for special populations.</p> <p>IPS Academic Support All content teachers in the transformation schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform formative and summative including, but not limited to: Acuity Predictive, Scholastic Reading Inventory, Dynamic Indicators of Basic Early Skills, mClass Math (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.</p> <ul style="list-style-type: none"> • Indiana Academic Standards will be taught and maintained (periodically

<p>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>	<p>revisited) using a 9-week Instructional Calendar (pacing) covering four Instructional Cycles across the school year.</p> <ul style="list-style-type: none"> • 8-Step Process: As part of the 8-Step Process, bi-monthly Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze assessment results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods. • Three Predictor Assessments are given to students in grades 3-8. These predictive assessments gauge students' progress in mastering standards to be assessed on ISTEP+. • Scholastic Reading Inventory is a summative assessments administered to students in grades 3-8 that pinpoints students' individual Lexile scores at their Independent reading level. This assessment is conducted three times per year. • Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and mClass Math are formative assessments administered to students in grades K-2. These assessments pinpoint students' strengths and weaknesses in phonics, reading comprehension, and basic mathematical skills. <p>**Also placed outline in Capacity Task #18**</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>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:</p> <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; 	<p><u>Turnaround Officer</u></p> <p>A designated (district-funded) Turnaround Officer signals the district’s commitment to supporting the important work of this initiative. While transformation principals are charged with making significant achievement, 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.</p> <p>To enable the work of transformation principals, they will be given direct access to personnel with the knowledge, determination and the authority to be responsive to issues that impede success. Giving transformation principals direct reporting authority provides relief from traditional organizational structures encountered that may impede needed reform.</p> <p>Evaluation procedures for school administrators and staff are predominately based on school and student performance at IPS transformation schools. Currently, IPS adheres to the evaluation guidelines of the Indiana Department of Education RISE rubric to determine staff performance.</p> <p>Evaluation and Documentation System: RISE</p> <p>Beginning in the 2012-2013 academic year, the Indianapolis Public Schools utilizes the Indiana Department of Education’s 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,</p>

- (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.

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.

Highly Effective	Effective	Improvement Necessary	Ineffective
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.	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 (19) competencies.

Figure 2: Domain 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 the three primary domains listed above, 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 three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. Across the school year, transformation principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team.

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.

Financial incentives

Financial incentives for leaders and staff at transformation schools are helping to recruit and retain highly effective educators at our struggling schools. Rubrics that describe how these bonuses are determined reflect the importance of student academic growth. Rubrics are collaboratively designed and intentionally aligned to the instructional initiatives outlined in the School Improvement Grant.

Throughout the SIG grant period, the principal will work closely with the Executive Director of Elementary Education and The New Teacher Project to support identified leadership and instructional improvements needed to positively impact the work of transformation schools to dramatically increase student achievement.

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

<p>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:</p> <ul style="list-style-type: none"> (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; 	<p>The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels:</p> <p>(a) Findings from IDOE monitoring site visits, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider will be reviewed by the Director of Turnaround Schools and the transformation 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 transformation principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the principal of James Russell Lowell Elementary will be held accountable for maintaining fidelity to the model as described in this proposal</p> <p>(b) To keep key leadership apprised of transformation school progress and to solicit their input and continuous support, data findings will be:</p> <ul style="list-style-type: none"> • Reported to the Superintendent • shared at weekly Superintendent's cabinet meetings • periodically updated in the Superintendent's Weekly School Board Notes • reported regularly to the School Board Education Committee <p>(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</p> <p>(d) Findings from transformation schools will offer subsequent priority schools with invaluable "lessons learned," as the next round of priority 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 James Russell Lowell Elementary will keep all apprised of implementation results.</p> <p>Evaluation results of activities funded through SIG grant awards will be used to</p>
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<p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(j) Developing a process to sustain alignment of resources with the school’s mission, goals, and needs;</p> <p>(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;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	<p>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.</p> <p>As indicated in the alignment of resources below, a plan to sustain reforms is in place.</p> <p>Professional Development (training provided by The New Teacher Project): Internal capacity at James Russell Lowell Elementary will be built to locally provide and sustain training needs: Title 2A</p> <p>Professional Development for Classroom Teachers:</p> <p>At the conclusion of the grant funding Instructional Specialists potential funding source: Title 1</p> <p>Performance-based financial awards: Competitive grant application to U.S. Department of Education TIF (Teacher Incentive Funds)</p> <p>Extended Learning Time costs for teachers and transportation: Allowable costs under Title 1</p> <p>Technology: Technology grants</p> <p>External Provider, Quality Reviews, and Project Manager: Capacity gained should enable us to continue practices acquired. With an established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.</p>
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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 F).

Turnaround Model

We will implement this model. **X We will not implement this model - move to next model.**

Transformation Model

X We will implement this model. We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
<i>1. Replace the principal who led the school prior to implementing the model.</i>	Principal was appointed by the Superintendent.	Dr. Eugene G. White, Superintendent of IPS	July 2012

<p>2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i></p>	<p>Training of the James Russell Lowell Elementary administrative team – full implementation of the RISE Evaluation and Development System beginning in August 2012.</p> <p>Training of staff and implementation of evaluation system</p>	<p>- District Level Trainer - Principal</p>	<p>2012 Admin Training dates: May 22, 24, 29, 31 July 26</p> <p>Implement evaluation system beginning August 2012</p>
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<p>3. <i>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.</i></p>	<p>Develop Reward Rubric for Financial Incentives</p>	<p>- Principal - Leadership Team</p>	<p>May 2013</p>
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>Develop Professional Development Plan</p>	<p>-Principal -Asst. Principal -Leadership Team</p>	<p>Create the PD plan in June 2013 for the 2013-2014 school year (revision in June 2014 for the next year)</p>

<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>Use IPS Recruitment procedures as outlined by Human Capital Division</p> <p>Develop Teacher Incentive Plan</p>	<p>- Principal - Leadership Team</p>	<p>- May-July 2013</p>
<p>6. <i>Provide increased learning time for students and staff.</i></p>	<p>Extended Learning Time: 2 hours per day/4 days per week/27 weeks per year</p> <p>Balanced Calendar Intersession: Intersession (one week) in October and in March/April</p> <p>Summer School: Three week period at the end of the 2013-2014 academic year</p>	<p>-Principal -Asst. Principal -IPS Intersession and Summer School specialists</p>	<p>August 2013-June 2014 (with revisions each June for the next year)</p>
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>Implementation of the 8-step Process: During bi-monthly “Learning Log” meetings (part of the 8-Step Process), teacher teams will review the results of formative assessments 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) regroup students for additional support—remedial or enrichment during scheduled 30-minute Success period.</p>	<p>-Principal -Teachers</p>	<p>August 2013 – June 2014</p>

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	Bimonthly Structured Teacher Planning Time (STPT): Vertical and horizontal team planning using current assessment data	-Principal -Asst. Principal -Reading Coach -Leadership Team	August 2013-June 2014 (with revisions each June for the following year)
9. <i>Provide mechanisms for family and community engagement.</i>	The school will partner with Edna Martin Christian Center to provide after school, extended time learning. The school will partner with PIRC to implement the Parent Mentoring Program. The school will hold monthly PTA, Education Taskforce, Family Nights, Parent Trainings, and Latino Parent Meetings	-Principal -Asst. Principal -Community Coordinator -Title I Staff -Parental Involvement Committee	August 2013-June 2014 (with revisions each June for the following year)
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</i>	Operational flexibility has been granted to James Russell Lowell Elementary. Because of its transformation 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 James Russell Lowell Elementary students to achieve.	-Joan Harrell, Executive Director -Yvonne Rambo, Officer/Director of Turnaround Schools	July 2013-June 2014 (with revisions each June for the next year)
11. <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	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	- Yvonne Rambo, Officer/Director of Turnaround	August 2013 – June 2014

	this proposal.	Office - Joan Harrell, Executive Director of Elementary Education	
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If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The new transformation principal for James Russell Lowell Elementary, Jennifer Pearson, was selected by the superintendent based on her instructional leadership and excellence in the area of instructional supervision and evaluation. Jennifer Pearson has earned recognition for her 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. James Russell Lowell Elementary, has demonstrated in each of her administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of her school. She has begun the transition into her new role as the transformation principal at James Russell Lowell Elementary collaborating with the Lead Partner, The New Teacher Project, and their tremendous work.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: A. Meet with Stakeholders to give an overview of the SIG proposal
 B. Schedule and Plan Retreat
 C. Hire Staff

Timeline: A. May-July 2013
 B. July 2013
 C. June-July 2013

Budget: A. \$0.00
 B. \$40,000-See Attached Budget
 C. General Funds per IPS General Funds Budget

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 2013-2014 school year.	X	

Restart Model

We will implement this model. **X We will not implement this model – move to next model.**

School Closure

We will implement this model. **X We will not implement this model – do not complete.**

5. Annual Goals for Priority 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.”
- 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 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	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
ISTEP Grades 3-6 ELA 49.8%	60% of students will pass English/Language Arts	65% of students will pass English/Language Arts	70% of students will pass English/Language Arts and Math
ISTEP Grades 3-6 Math 46.6%	56% of students will pass Math	61% of students will pass Math	66% of students will pass Math

II: Budget (Please see separate attached document - titled *James Russell Lowell #51 SIG Budget in email*)

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year.*

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment D for suggestions)

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

APPENDICES

The following documents are attached (separately) in support of proposal expectations for James Russell Lowell #51:

Letters of Support

- ❖ Indianapolis Public Schools Interim Superintendent, Dr. Peggy Hinckley
- ❖ Indianapolis Public School Board
- ❖ Indianapolis Public Schools Teachers' Union

Resume of Transformation Principal

- ❖ Jennifer Pearson

Resumes of District Leadership and Specialists

- ❖ Yvonne Rambo, IPS Turnaround Director
- ❖ Joan Harrell, Executive Director of Elementary Education
- ❖ Kathleen Ducote, Turnaround Specialist
- ❖ Patricia Elff, Turnaround Specialist



Indianapolis Public Schools

The John Morton-Finney Center for Educational Services
120 East Walnut Street
Indianapolis, IN 46204

TEL 317-226-4411 • FAX 317-226-4936

Office of the Superintendent

May 17, 2013

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street
South Tower, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As Interim Superintendent of the Indianapolis Public Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" IPS School #51 (identified by the Indiana Department of Education as a priority school).

The support IPS School #51 will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, the members of the Board of School Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at IPS School #51. I wholeheartedly support the following elements that will be in place for Phase I of the Grant.

- The recently created district Turnaround Office will support the efforts of IPS School #51 to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal has recently been replaced.
- Operational flexibility will be provided to the principal for hiring, retaining, transferring and replacing staff. The principal will have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS School #51. We are grateful to have this opportunity.

Sincerely,


Peggy Hinckley, Ed.D.
Interim Superintendent



BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS

120 EAST WALNUT STREET • INDIANAPOLIS, INDIANA 46204 • 226-4418

Diane Arnold
President

Andrea J. Roof
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Michael D. Brown, Th.D.

Gayle S. Cosby

Caitlin M. Hannon

Sam Odle

Eugene G. White, Ed.D.
Superintendent

Sharon G. Alvey
*Executive Assistant and
Secretary to the Board*

June 3, 2013

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street
South Tower, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As President of the Board of School Commissioners for the City of Indianapolis, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" IPS James Russell Lowell School #51 (identified by the Indiana Department of Education as a priority school).

The support School #51 will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, my fellow Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at James Russell Lowell School #51. IPS welcomed new board members in the middle of the 2012-13 school year. The vision of the new board is more autonomy in the schools. Therefore, moving forward in the 2013-2014 school year, School #51 will have operational flexibility for the new principal in hiring, retaining, transferring and replacing staff. The principal will also have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS James Russell Lowell School #51. We are grateful to have this opportunity.

Sincerely,

Diane Arnold, President
Board of School Commissioners



**INDIANAPOLIS
EDUCATION
ASSOCIATION**

6910 N. SHADELAND AVENUE, SUITE #10C
INDIANAPOLIS, INDIANA 46221

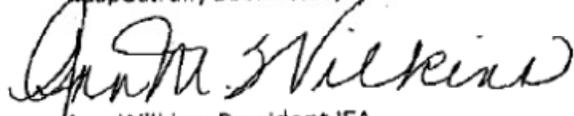
TELEPHONE: (317) 598-8464 1-800-638-7731
FAX: (317) 596-8465 HOTLINE: (317) 598-8465

June 6, 2013

To whom it may concern:

The Indianapolis Education Association (IEA) in collaboration with the Indianapolis Public Schools (IPS) will work in developing the School Improvement Grant (1003g). We are committed to eliminating barriers for the implementation of the model, with the understanding that nothing in this grant will violate or affect our Master Agreement with IPS and/or state/federal statutes. We further understand that the IEA will be notified for discussion and collaboration on any changes that affect teacher evaluations, financial incentives for all content areas, hiring and dismissal procedures and the length of the school day.

Respectfully submitted,



Ann Wilkins, President IEA

806 PRAIRIE DEPOT INDIANAPOLIS, IN 46241
CELL (317) 370-5844 • PEARSONJ@IPS.K12.IN.US OR JYNNIFER75@HOTMAIL.COM

JENNIFER R. PEARSON

VISION

To raise the expectations of all stakeholders to a degree that boosts student achievement to a level that allows Indiana's students to compete in the larger global world.

EMPLOYMENT/EXPERIENCE

July 2012-Present: Indianapolis Public Schools, James Russell Lowell #51
Principal

Areas of Expertise:

- Effectively evaluating teachers and classified staff
- Leading school improvement initiatives
- Raising achievement data
- Partnering with community members to provide wrap-around services for students
- Serving on the Talent Management Committee
- Analyzing lesson plans and giving weekly feedback
- Building a collaborative environment through open communication and the master schedule
- Overseeing budgets, payroll, and day to day operations
- Ensuring the Title I program meets all federal requirements
- Facilitating all Response to Instruction meetings
- Creating the master schedule
- Proactively trying to remedy discipline issues through collaboration with parents, clinics, community organizations, and staff members
- Communicating with parents in timely fashion
- Providing Professional Development in the core subjects
- Facilitating Learning Log and Structured Teacher Plan Time bimonthly
- Matching strategies to student need

July 2010-June 2012: Indianapolis Public Schools, James Russell Lowell #51
Assistant Principal

Areas of Expertise:

- Evaluating teachers and classified staff
- Leading instructional conversations through structured teacher planning time
- Observing instruction and providing timely feedback
- Handling discipline issues
- Meeting with parents regularly
- Attending Community Council meetings
- Leading InSAI initiatives
- Analyzing lesson plans
- Building a collaborative environment
- Overseeing budgets, payroll, and day to day operations
- Ensuring the Title I program meets all federal requirements
- Facilitating all RtI meetings
- Creating the master schedule

September 2009-June 2010: Indianapolis Public Schools, John Morton Finney Center

Elementary Curriculum Facilitator

Areas of Expertise:

- Data: collecting, organizing, analyzing, and displaying
- Curriculum: training and distributing
- District Assessments: Training on DIBELS, TRC & mCLASS
- Compliance Monitoring: DIBELS, Acuity
- Research
- Collaboration: District Data Team, Curriculum and Instruction Team

June 2006-September 2009: Indianapolis Public Schools, Harriet Beecher Stowe #64/
Paul I. Miller #114/George H. Fisher Elementary #93

Reading Coach

Areas of Expertise:

- Modeling effective instruction
- Coaching peers in the use of Best Practices
- Observations with recommendations for more effective reading instruction
- Planning, organizing, & delivering interventions
- Facilitating Meetings: grade level, staff, community council
- Leading Voyager U Class
- Data: collecting, analyzing, organizing, distributing, & using it to drive instruction
- Planning School Improvement meetings
- Assessing: DIBELS, mCLASS Math, ISTEP+, Benchmarks

August 2004-May 2006 Indianapolis Public Schools, Harriet Beecher Stowe #64
Title 1 Teacher/Success for All Facilitator

Areas of Expertise:

- Testing: DIBELS, SRI, Success For All, Yearly Progress Pro
- Teaching flexible groups of students
- Using data to drive instruction
- Collaborating with administrators and staff to improve student achievement
- Communicating with parents
- Developing standards-based lessons
- Maintaining spreadsheets
- Creating and implementing the Title I plan and budget

August 2003-May 2004 Indianapolis Public Schools, Harriet Beecher Stowe #64

Second Grade Teacher

Responsibilities:

- Teaching all core subject
- Differentiating instruction
- Assessing students
- Using assessments to plan and deliver instruction
- Keeping student records
- Communicating with parents
- Collaborating with team members

EDUCATION

Indiana Wesleyan University Indianapolis, Indiana
Licensing Program: *Indiana Administrator's License, May 2009*

Indiana Wesleyan University Indianapolis, Indiana
Degree: *Master's in Education, Elementary Education, April 2008*

Indiana University Purdue University Indianapolis, Indiana
Degree: *Bachelor of Science, Elementary Education, May 2003*

AWARDS

Harriet Beecher Stowe #64's Teacher of the Year, 2007
IPS Teacher of the Year Top Ten Finalist, 2007
Indiana University/Purdue University Outstanding Future Educator Award, Spring 2003
Indiana University/Purdue University Global Education Award and Scholarship, Spring 2002

COMMITTEES

2011-Present Read By Three Schools with the Rooney Foundation
2012-2013 District Talent Management Committee
2005-2012 Indiana Student Achievement Institute (InSAI) Steering Team
2005-Present Bridges to Success Committee/Community Council
2004-Present Creative Problem Solving for General Education Interventions/Response to Intervention
2004-Present School Improvement Leadership Team
2004-2007 Comprehensive School Reform Grant Chair
2006-2007 Textbook Adoption Committee

TRAINING/PROFESSIONAL DEVELOPMENT

National Level

DIBELS Summit
Success for All Conference

State Level

Indiana Student Achievement Institute (InSAI) Conference
Indiana Reading First Conference
RISE Evaluation Training

District Level:

Principal's Academy
Leadership Identification and Development (LID)
Elementary Science
Robust Vocabulary
K-3 Math/Calendar Math
Orton Gillingham Training
Voyager's VMath, Language, and Passport Training

Trained Facilitator for the Following:

Curriculum Mapping	Voyager U
Open Court	Four Square Writing
Scott-Foresman	Differentiated Instruction
Direct Instruction Model	DIBELS
mCLASS Math	Success for All
mCLASS Website, Reports, & Resources	6 +1 Traits Writing

Additional Professional Development:

Creative Problem Solving for General Education Interventions
National Urban Alliance
Building Academic Vocabulary

COMPUTER/TECHNOLOGY SKILLS

PC and Mac proficient
Microsoft Office: Word, Excel, Publisher, PowerPoint
IPS Online (Angel)
Online Databases/Websites: Acuity, mCLASS, IPS Data Warehouse, Rubicon Atlas
Other Technology: Palm Pilot, IPOD Touch, Netbooks, IPAD

PROFESSIONAL MEMBERSHIPS

ASCD

REFERENCES

Available by request

YVONNE RAMBO

10171 Touchstone Drive
Fishers, IN 46038
rambo@ips.k12.in.us
Home: 317-570-8509 Work: 317-226-4405 Cell: 317-459-8473

EDUCATION ADMINISTRATOR

Collaboratively lead and implement instructional and curricular programs guided by state standards with literacy as the foundation

Strong educational leadership and administrative skills. Proven ability to meet AYP and PL221.

Experienced in curricula development, instructional supervision and staff development. Skills include:

- Strategic Planning & Program Design
- Staff Development
- Curriculum Design
- Reading Program Development
- Standard-based Instruction & Mapping
- Instructional Audits & Interventions
- Achievement Data Analysis
- Cultural Competence
- Collaboration and Teamwork
- Community & International Partnerships

PROFESSIONAL EXPERIENCE

Director of Academic Affairs & Accountability/Turnaround Director 2011 to present
Indianapolis Public Schools

Supervision of the district's "turnaround schools" in the areas of staffing, teacher evaluation, instructional supervision, instruction and curriculum, testing, leadership development.

Oversee the district wide implementation of the 8 Step Process involving the use of relevant assessment data to impact instructional pedagogy and curricular decisions.

Collaboratively manages the district's 4 1003g (School Improvement Grants) totaling \$24,000,000. Supervision of all content area supervisors, including curriculum development, pacing, assessments, professional development, instructional support, instructional audits.

Provide comprehensive leadership and job embedded professional development for building level leaders and teachers in data driven instruction and student achievement.

Collaboration with the Department of Education on initiatives impacting our schools, serve as liaison for Lead Partners. Key accomplishments include:

- Development and implementation of a data driven, triangulated system of developing intentional professional development and teacher support
- Development and implementation of a successful student achievement improvement model

Principal 2002 -2010
Farrington Middle School and Gambold Middle School
Indianapolis Public Schools, Indianapolis IN

Develop and administer the general school routine and coordinate all activities within the school community. Led a multi-million dollar renovation project over two years. Observe, counsel, and motivate professional staff toward attaining the educational goals of the District. Evaluate school programs and practices, curriculum content and pilot programs. Maintain an educational philosophy and school climate which encouraged a cooperative and collaborative attitude on the part of faculty, staff, and students. Key accomplishments include:

- Led two low performing middle schools to increased student performance, achieving AYP & PL221 Commendable rating
- Developed effective instructional intervention programs to meet the needs of all students including ESL, Special Education, and General Education

Assistant Principal 1998-2002
Harshman Middle School
Indianapolis Public Schools, Indianapolis IN

Oversaw school curriculum, ensured teaching of the written curriculum, helped staff use curriculum resources and led curriculum development activities. Identified curricula and extra curricula needs by analyzing programs and student achievement. Regularly used the results of the student assessment data to identify problems and implement program improvements.

YVONNE RAMBO

Math Teacher

1990 - 1998

Broad Ripple HS, Edison Middle School, New Beginnings Alternative School
Indianapolis Public Schools, Indianapolis IN

Taught in the areas of pre-algebra, algebra and geometry. Designed and presented comprehensive lesson plans, which incorporated differentiated instruction and authentic assessment, ensuring that each student was able to retain and understand the standards. Developed practical, relevant and rigorous unit-based projects. Offered after-school tutoring to help struggling students improve their critical thinking and problem solving skills. Key accomplishments included:

- Designed and implemented the first standards based math curriculum in the schools

Math Teacher

1985 - 1990

East Jr. High, District 11
Colorado Springs, CO

Taught 7th, 8th and 9th grade math. Designed differentiated lesson plans for special education and ESL students. Implemented alternative assessments that included problem solving. Sponsored extra-curricular programs including student council and STARS drug prevention program. Participated as faculty liaison on community advisory council and PTO. Key accomplishments included:

- Collaborated with Special Education department to develop a co-teaching model
- Developed and implemented a peer counseling program and a drug prevention model

Assistant Dean of Students

1982 - 1985

Colorado College
Colorado Springs, CO

Assisted the Dean in addressing the developmental needs of students. Developed and implemented guidelines for student conduct and a discipline plan with rules and consequences for student behavior. Provided for enrichment education for students through such activities as extended classroom activities, athletics, student government, etc. Administered fiscal and personnel functions and responsible for facilities management. Key accomplishments included:

- Developed and implemented an effective mentoring and internship program for students
- Designed a peer counseling program for teens dealing with drug prevention, depression and loss

AWARDS & AFFILIATIONS

National Middle School Association Distinguished Educator of the Year, 2010 – 2011

Lilly Endowment Award Winner

NAACP Member

Indiana Principals' Leadership Academy Graduate and Facilitator

Phi Delta Kappa

National Middle School Association

Indiana Middle Level Education Association Member and State Board Member

Indiana Schools to Watch Applicant/Finalist

EDUCATION

Administrative Certification, Indiana University, IUPUI,
Indianapolis, IN, December, 1995

Master of Arts: Personnel Administration/Higher Education, Ball State University,
Indianapolis, IN, December, 1990

Bachelor of Science: Mathematics/Secondary Education, Ball State University,
Muncie, IN December, May, 1980

RESUME

Joan Diane Harrell
3883 South, 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

I. EMPLOYMENT:

PRIMARY RESPONSIBILITIES

July 2010 - Present

Indianapolis Public Schools
120 E. Walnut Street
Indianapolis, Indiana 46204

Executive Director of
Elementary Education

January 2009 – June 2010

Indianapolis Public Schools
120 E. Walnut Street
Indianapolis, Indiana 46204

Director K-12 Curriculum and
Instruction Division

2005 – January 2009

Indianapolis Public Schools
120 E. Walnut Street
Indianapolis, Indiana 46204

Elementary Director
Fifteen Elementary Schools

1986- 2005

Indianapolis Public Schools
Francis W. Parker School #56
2353 Columbia Avenue
Indianapolis, Indiana 46205

Elementary School Principal
Preschool, K-8th Grades- Montessori
450 Students
70 Staff

1984-1986

Indianapolis Public Schools
Brookside School #81
3092 Brookside Pkwy. N. Dr.
Indianapolis, Indiana 46218

Elementary School Principal
Grades K-6th
425 Students
45 Staff

1982-1984

Indianapolis Public Schools
Education Services Center
120 E. Walnut Street
Indianapolis, Indiana 46204

Elementary Instructional Coordinator
of Elementary Option Programs
Schools 37, 56, 67, 79, 82, 91, 114
Program planning and expansion
Curriculum Development
Instructional Coordinator

1969-1982

Indianapolis Public Schools
Carl Wilde School #79
5002 W. 34th Street
Indianapolis, Indiana 46224

Elementary Teacher
Grades: 4, 5, 6
Back-To-Basics Option Program
Back-To Basics Option Coordinator

1966-1969

Patchogue-Medford Public Schools
Medford Elementary School
Patchogue, New York

Elementary Teacher
Grades 4, 5
Co-Teaching

Director of IPS Summer School
Indianapolis Public Schools

2003, 2004, 2005, 2006, 2007, 2008, 2009

Elementary Summer School Program
Middle School Program
High School Program

RESUME

Joan Diane Harrell
3883 South, 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

1997-2002 Summer School Positions Indianapolis Public Schools Schools 79, 88, 112, 84	Elementary Summer School Teacher Instructional Coordinator Regular and ISTEP Summer School Programs Instructional Coordinator of Summer School Curriculum
2001, 2002 Summer School Positions Indianapolis Public Schools Schools 99, 112, Attucks Middle School	Summer School Principal Middle School
Part-time Employment: American States Insurance 1971, 1972 (summer)	Clerk-Typist
Olan Mills 1970 (summer)	Phone Sales

II. RELATED RESPONSIBILITIES AND EXPERIENCE:

- Assumed responsibilities of principal in her absence
- Chairperson of the PBA project for school
- Served on Textbook Adoption Committees for Language Arts, Reading and Math
- Math Curriculum Writer
- PTO Teacher Representative
- PTO President School #79 (4 years)
- Served on the Kindergarten Curriculum Council
- Co-Chairperson of Strategic Action Plan 12.2 – Learner’s Bill of Rights
- Language Arts Curriculum Writer
- Serving on District SIP/SAG Committee
 - Chairperson of Evaluation Sub Committee - 2005-Present
- President of Indianapolis Association of Administrator, Supervisors, and Consultants (2000 to present)
- Superintendent’s District School Improvement Committee Member
1999- 2008
- Serving on District Middle School Committee
- Serving on Community System Response Committee
- Instructional Technology’s Digital Coach Coordinator
- Computer Trainer for Principals 2003-2004
- Principal Mentor Trainer 2005-2006
- Science Curriculum Coordinator 2005 - Present
- District Kindergarten Director 2005- Present

RESUME

Joan Diane Harrell
3883 South, 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

- District New Teacher Evaluation Trainer 2005 – Present
- Director of District Curriculum Mapping Initiative 2009-2010
- Director of District School Improvement Plan 2009 and 2010
- Coordinator and developer of new Teacher Evaluation System 2006-2009
- Trainer of all staff on use of new Teacher Evaluation System 2008-2009
- Developer of new Administrative Evaluation System - 2010
- District trainer for Site Based Decision Making Process and Procedures - 2006-2010

III. EDUCATION AND TRAINING

Bachelor of Science in Elementary Education
State University of New York at Oswego, New York 1966

Master of Science in Education
Indiana University, Bloomington, Indiana, 1969

Elementary School Administration and Supervision, Life License
Indiana University, IUPUI, Indianapolis, Indiana 1979

“Succeeding With Difficult Students”, Lee Canter, 1994

Indiana Principal Leadership Academy Training, 1993

NUA Training, 1998-2005

IPS Site Based Decision Making Training, 1998, 1999, 2004, 2005

IPS Computer Training, 1997, 1998, 1999, 2000, 2003, 2004

Curriculum Mapping Training 2008-2009

III. MEMBERSHIPS

Delta Kappa Gamma - Gamma Zeta Chapter
Association of Supervision and Curriculum Development
Oswego Alumni Association
Indiana University Alumni Association
Indiana Principal Leadership Academy
Indianapolis Association of Administrators, Supervisors & Consultants
Member of ASCD

IV. AWARDS AND HONORS

- 1975 Outstanding Elementary Teacher of America
- 1975 Who's Who in America

RESUME

Joan Diane Harrell
3883 South, 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

- 1992-1993 Indiana Principal Leadership Academy Graduate
- 1999 Indianapolis 30 Service Pin Award
- 2004 Indianapolis 35 year Service Pin Award
- 2009 Indianapolis 40 year Service Pin Award

V. COMMUNITY ACTIVITIES

- 1990-Present - Member of Clayton/Liberty Township Library Board
- 1993-1994 - Secretary of Clayton/Liberty Township Library Board
- 1991-2009 - Member of Clayton/Liberty Township Library Board
- 1995-2002 - President Clayton/Liberty Township Library Board
- 1992-2004 - Instructor for Divorce Recovery Seminars at Bethesda Baptist Church, Brownsburg, Indiana
- 1999-Present - Chairperson of First Baptist Church Fellowship Committee
- 1999-Present - Treasurer of First Baptist Church Ladies Fellowship, Danville, Indiana
- 2010-Present - Chairperson of the First Baptist Church Audio Visual Committee

Kathleen D. Ducote

Objective Desire a coaching position in grades K-8 in a school corporation where guiding the young takes precedence.

Experience 2004- Present Indianapolis Public Schools Indianapolis, IN
Instructional/Data/Curriculum Mapping Coach
Modeled lessons to improve classroom instruction in grades K-8. Compiled school data. Researched information for teachers. Provided professional development for staff members on numerous topics. Supported the district's curriculum mapping initiative.
Served on several committees such as NCA Documentation Committee, Environmental Advisory Committee, Vanguard Team, Interview Committees, PTO Parent Liaison, InSAI Data Committee, Magnet and GT Committee, Curriculum Mapping Tier III Executive Committee and Eighth Grade Parent Committee.

1995- 2004 Indianapolis Public Schools Indianapolis, IN
Teacher
Performed duties of a general education teacher in the second, third, and fourth grades.
Developed daily lesson plans and collaborated with a team of teachers to enforce the curriculum set forth by the district.
Served on numerous committees such as the Partner-In-Education, Technology, Carpe Diem Saturday School, Inclusion Committee, Grade Level Team Leader, Gifted and Talented, Curriculum, Monitoring Student Progress, and North Central Accreditation. Also, I am a certified Mentor Teacher through ITEAM.

1995-1995 Indianapolis Public Schools Indianapolis, IN
Chapter 1 Assistant
Assisted kindergarten and fourth graders in math and reading remediation.
Developed daily lesson plans to supplement the teacher-directed instruction.

1994-1995 Indianapolis Public Schools Indianapolis, IN
Substitute Teacher
Instructed students in all grade levels when their regular classroom teacher was unavailable.

1989-1995 SunSations Sunglass Company Indianapolis, IN
Administrative Assistant
Assisted executive in the daily procedures of second-largest retail sunglass distributor in the United States.
Organized activities for 300+ retail stores.
Interacted with both consumers and organizational staff.

Education	1989-1991	Manchester College	North Manchester, IN
	1991-1994	Indiana University	Indianapolis, IN
	B.S., Education		
	2006-2007	Indiana Wesleyan University	Indianapolis, IN

Masters of Education

Interests Volunteering, computers, spending time with family and friends, sports.

Additional Certifications and Course Work Completed Mentoring Certification Course 2003, Differentiated Instruction Course 2002, Inclusion Course 1996, CLICK Computer Course 2000, Teaching with Historical Places Class 2004, Teaching With Literature 2001, Whole Language 1999, Using Technology in the Classroom 1998

References Debrah Vawter, Principal
Eleanor Skillen School #34
1410 Wade Street
Indianapolis, IN 46203
(317) 226-4234

Julie Bakehorn, Principal
Brookside School #54
7151 E. 35th Street
Indianapolis, IN 46226
(317) 226-4293

Judy Zimmerman
4865 Briarwood Court
Carmel, IN 46033
(317) 844-9264

Additional References available upon request.

Patricia Elff

Educational Background/Professional Development

I. Education

- A. Undergraduate: Indiana University Fall 1971-75
Degree earned: B.S. in Elementary Education with endorsements in Learning Disabilities, Mildly Mentally Handicapped, and Emotional Handicaps
- B. Masters: Indiana University -Bloomington started; completed at I.U.P.U.I. Indianapolis December 1979

II. Teaching Employment History

- A. Jr. High MiMH Program; Bedford Jr. High, Bedford, IN Fall 1975-76
- B. Intermediate L.D. class; I.P.S. #79 Fall 1976-88, then involuntary transfer to I.P.S. 61 Fall 1988-93; remained at #61 Farrington Middle School during the change to middle school concept - 7th grade/8th grade inclusion program co-teaching with L.A. and Soc. St. Fall 1993-97.
- C. Gambold Middle School; I.P.S. #108 8th grade inclusion co-teaching with L.A., Soc. St., and Reading 1997-2001
- D. Farrington M.S. I.P.S. #561 Grade self-contained LD/MiMH/EH/AU 2001 7th Grade Inclusion L.A. & Tier IV Reading 2002-2006
- E. Gambold M.S. I.P.S. #108 8th Grade Inclusion L.A., READ 180 & Tier IV Reading 2006-2008
- F. T.C. Howe High School SPED Instructional Coach 2008-2011
- G. Special Education Specialist ~ IPS Tumaround Team 2011

III. Professional Organizations

- A. Delta Kappa Gamma Society International (Beta Gamma Chapter) Honor Society for Outstanding Women Educators; invited to join and was initiated December 1986; Offices held:
 - 1. Recording Secretary (2 yrs.) responsible for all minutes at the meeting and attending all officer planning meetings
 - 2. Social Committee Chairperson (2 yrs.) responsible for social activities at meetings (decorations, themes, fun ...)
 - 3. Professional Growth and Development Chairperson (4 yrs.) responsible for organizing and implementing Juvenile Center Activity Night and any other such activities.
- B. NEA - National Education Association
IEA - Indiana Education Association

IV. Workshops Attended

- 1. TESA - Teacher Expectations Student Achievement (10/84 - 2/85)
- 2. 4-Mat Learning
- 3. Assertive Discipline
- 4. Project Charlie Drug Classes
- 5. Gang Awareness with the Metro Gang Task Force

6. Sex Desegregation (1979)
7. Grant Proposal Writing (2/92)
8. Leap Summer Conference (8/90, 8/91)
9. Summer Leadership Conference (8/16/90 - 8/17/90)
10. Site Based Management/Shared Decision Making
11. Cooperative Learning and Whole Language Reading w/LD Students (1/91)
12. Summer School Art Program (to teach summer school 4/86)
13. Summer School Curriculum (6/86)
14. Summer School Special Education Curriculum (5/93)
15. Inclusion Model (10/93)
16. Middle School Training Classes (92, 93)
17. Cincinnati Middle School Conference (94)
18. Middle School Visitation - Chauncey Rose/Terre Haute (93)
19. Farrington Middle School Yearly Planning Retreats (93-96, 02-06)
20. Gambold Middle School Yearly Planning Retreats (97-01, 06-08)
21. Howe Community High School Yearly Planning Retreats (08-11)
22. Co-Teaching (93- numerous others)
23. Conflict Resolution (supported by Pacers) (95)
24. Computer Technology (98/99))
25. NUA (98, 99, 00)
26. Summer Intensive (99)
27. IPS Leadership Academy (00, 01, 02)
28. Vanguard II (03)
29. Larry Bell "Closing the Achievement Gap" Kentucky (3/03)
30. READ 180 (04, 05, 06)
31. ETS /FOS (06)
32. TESA Trainer/ Coordinator (06)
33. Instructional Coaching (08)
34. 6+1 Traits (08)
35. Differentiated Instruction (08)
36. Acuity (08)
37. Springboard (08-11)
38. ISTART7 (08)
39. 6 Step Discipline (08)
40. Curriculum Mapping (08-11)
41. New Evaluation Format/Timeline (08)
42. School Improvement Teaming (09)
43. eSchool (09)
44. Electronic Lesson Plans (09)
45. RTI (09)
46. Test Coordinator for ISTEP+ (10, 11)
47. Online Sessions I,II,III (10)
48. SMART Goals (10)
49. Podcasting (10)
50. Literacy Across the Curriculum (10)
51. Differentiated Instruction (SDE) Conference ~ summer (10)
52. iPod Usage in the classroom (11)

53. Autism Spectrum Disorders (11)
54. 8- Step Process (11)

V. Committees Served

1. 8th Grade Team Leader (93-96)
2. Middle School Transition Team Member
3. School Crisis Team
4. MGIP Task Force Member
5. P.I.E. Coordinator
6. PBA/Leadership Team; correlate Leader
7. Staff Development Team
8. Special Education Summer School Development (93)
9. Numerous times on the Textbook Adoption Committee (All Areas)
10. Task Force for CLASS to develop Interdisciplinary units (5/94)
11. PBA overall chairperson (95)
12. Human Resources Subcommittee to AAP
13. Vanguard II (03)
14. TESA (06,07)
15. Student Behavior Leadership Team (07-08)
16. INSAI (08-11)
17. RTI (08-11)
18. Howe's Leadership Team (08-11)
19. New Teachers to Howe (08-11)
20. Graduation (08-11)
21. Attendance (10-11)
22. Relay for Life (08-11)

VI. Clubs Sponsored

1. Project S.E.T. (Students Exploratory Teaching)
2. Talent Show Sponsor
3. Yearbook (elem. and middle levels)
4. Knightreaders' Club
5. "Mac Tonight" Tutoring Club
6. Student Council (elem.)
7. Junior Achievement Business Basics Program (5/86)
8. FMS – Student news broadcasting
9. Pep Club
10. Girls Basketball Coach (97)
11. WGMS - Student news broadcasting
12. READ 180

VII. Other

1. Mentor for the first year teacher Mentor Program (91 -92, 92-93, 93-94, 03-04, 06-07)
2. Supervising Teacher for Student Teachers: numerous years
3. ABCD Award Winner (88, 90, 91, 94, 95, 96, 00, 08)
4. Teacher of the year candidate: (94-95, 95-96) Farrington M.S.;

- (99-00) Gambold Middle School
5. One of Top Ten IPS Teachers (99-00)
 6. 1999 Disney's American Teacher Awards nominee
 7. 2000 Disney's American Teacher Awards nominee
 8. Side-by-Side Teaching Video filmed by SPED Dept. IPS (04)
 9. Led students to raise \$640.00 for Red Cross for Hurricane Katrina victims
 10. Raised over \$3,000.00 in donations for new sports uniforms in memory of former student
 11. Personally raised over \$15,000 in donations for Relay for Life—American Cancer Society (08-11)

VIII. Grant Writing

1. National Starch and Chemical Company \$10,000
2. ISATP (Department of Education) Award