

**Appendix G: LEA Application for Each Tier I and Tier II School**

**School Improvement Grant 1003(g)  
2011-2012**

**LEA School Application: Tier I and Tier II**

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

School Corporation **Indianapolis Public Schools**

Number **5385**

School Name **Joyce Kilmer Elementary School #69**

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

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## Assurances

Indianapolis Public Schools \_\_\_\_\_ assures that it will  
Corporation/Charter School Name

- 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- 4. Report to the SEA the school-level data required under section III of the final requirements.

## Waivers

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

- Extending the period of availability of school improvement funds.

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

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

## A. LEA Analysis of School Needs

### Worksheet #1: Analysis of Student and School Data

#### ➤ Instructions:

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

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

Special Education	81.6%	40	High-majority of these students not proficient	High-the number of students identified as having special needs has doubled in the last year.
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#### Mathematics

Special Education	82%	41	High-majority of students not proficient	High-the number of students identified as having special needs has doubled in the last year
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<p><b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b></p> <p><i>Not appropriate 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><b>What is at the "root" of the findings? What is the underlying cause?</b></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>Student identified with special needs posted scores that were worse than a year ago in mathematics while English/language arts scores for these students improved by 4.76%.</p> <p>As the chart below indicates, scores for all students peaked last year and fell this year for all students. The opposite was true for special education students. Their scores dropped in 2010 and rose this year.</p>	<p>The peak and valley effect may be indicative of events associated with Joyce Kilmer Elementary turnaround. The fact that the composite scores plunged, after significant improvement the previous year, may be a reaction by staff to the changes occurring during the second semester. A new principal was named and all staff had to reapply for their positions. Less than half of the staff was rehired and perhaps those teachers responded with less effort preparing their students for ISTEP+ this year.</p> <p>Conversely, perhaps the identification of special education students as the target sub group being underserved caused extra diligence in supporting their literacy needs as these scores rose. Unfortunately, the same cannot be said for math. These students are slipping further behind grade level and will require powerful intervention to help them <b>clear up misconceptions</b> hindering their progress in math.</p> <p>One root cause is <b>mobility</b>. Joyce Kilmer's overall mobility rate is 72.98%.</p>

Joyce Kilmer Elementary School ISTEP+ Results			
% Proficient			
Group Tested	2009	2010	2011
<b>English/Language Arts</b>			
All Students	37.21	47.69	38.3
Special Education	19.05	13.64	18.4
<b>Mathematics</b>			
All Students	29.53	48.61	34.5
Special Education	38.1	31.32	18

This seems to be especially true for student in special education. In the spring of 2009, 30 students were enrolled in special education at Joyce Kilmer Elementary. In spring of 2010, that number swelled to 60 students.

Transition and change is difficult for all children, but children with special needs who have to change schools bring with them added anxiety that can impede learning.

Since 90% of the students at Joyce Kilmer Elementary receive free or reduced lunches, one might conclude that students with special needs, whose families are struggling with poverty related issues, may encounter obstacles to learning when forced to change schools.

We have determined that it is imperative to support special education students as they **transition to our school**, alleviating anxiety and fostering a nurturing, supportive environment for learning.

Because there are special education teachers at Joyce Kilmer Elementary, general education teachers who have these students in their classes need to recognize that they have the same proficiency requirements as the rest of their students. It is not appropriate to consider their learning strictly the purview of the special education teacher. Joyce Kilmer Elementary teachers need to become proficient in **co-teaching** with special educators, **differentiating instruction** to meet the needs of their students, and **using data** to monitor the effectiveness of their instruction to ensure that these students are learning.

## Student Leading Indicators

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	<b>64,800</b>	<b>64,800</b>
2. Dropout rate*	<b>N/A</b>	<b>N/A</b>
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	<b>95.1%</b>	<b>95.43%</b>
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	<b>N/A</b>	<b>N/A</b>
5. Number of students completing dual enrollment classes	<b>N/A</b>	<b>N/A</b>
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	<b>N/A</b>	<b>N/A</b>
7. Discipline incidents*	<b>1120 incidents</b>	<b>1227 incidents</b>
8. Truants (# of unduplicated students, enter as a whole number)	<b>0</b>	<b>0</b>
9. Distribution of teachers by performance level on LEA's teacher evaluation system	<b>Classroom Mgt: 3-unsatisfactory</b>	<b>Classroom Mgt: 0-unsatisfactory</b>

	<b>7 -basic</b> <b>6-proficient</b> <b>2-distinguished</b>	<b>0 -basic</b> <b>12-proficient</b> <b>1-distinguished</b>
	<b>Instruction:</b> <b>3-unsatisfactory</b> <b>6-basic</b> <b>4-proficient</b> <b>5-distinguished</b>	<b>Instruction:</b> <b>0-unsatisfactory</b> <b>1-basic</b> <b>11-proficient</b> <b>1-distinguished</b>
10 Teacher attendance rate	<b>95.7%</b>	<b>96.17%</b>

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

<p><b>What are key findings or summaries from the student leading indicator data?</b></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><b>What is at the “root” of the findings? What is the underlying cause?</b></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>The number of suspensions and expulsions decreased dramatically between the 2008-09 and 2009-10 school years. Suspensions have been cut in half and expulsions eliminated. Discipline incidents, however, are at an unacceptable as they amount to over six per day, indicating disruption of instruction and requiring the principal’s attention, limiting her effectiveness as instructional leader.</p> <p>During the 2009-10 school year, summative evaluation found 8 of</p>	<p>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 bad, often dangerous, behavior. The current staff at Joyce Kilmer received initial training in <b>Positive Behavior Intervention Strategies (PBIS)</b>. The current principal instituted changes in policy on student suspension and expulsion that has created a positive trajectory that needs to continue.</p>

the 18 teachers rated proficient or better at classroom management, which means that 10 teachers are **not effectively creating orderly learning environments**. Three of the teachers were found unsatisfactory for this domain.

Summative evaluation found 9 of the 18 teachers rated proficient or better for instruction, which means that 9 teachers **lack the skills necessary for designing and delivering instruction**. Three of the teachers were found unsatisfactory for this domain.

Teacher evaluations for this year improved with no teachers at the unsatisfactory level and only one teacher at the basic level.

This does not mean, however, that teachers and administrators should turn a blind eye to student misbehavior. Rather, the teachers' initial training needs to continue and be strengthened to ensure that the new teachers and leaders at Joyce Kilmer Elementary School provide an **effective, safe, learning environment in every classroom** and throughout the school.

According to teacher evaluation data, many of the staff were unable to effectively transfer PBIS training to their classroom practices nor provide effective instruction. Since at least half of the teachers demonstrated a lack of proficiency in both classroom management and instruction, **hiring an effective teaching staff** is vital to improving student achievement at Joyce Kilmer Elementary School.

The current leadership was bound by district policy and union agreements that have become barriers to effective instruction. Effective teaching is critical to turnaround efforts.

The underlying cause for unsatisfactory teachers remaining on staff is the union bargaining agreements which **limit administration's ability to remove ineffective teachers**. The process in place for removing unsatisfactory teachers is long and arduous.

Veteran teachers are evaluated in 4-year cycles within the IPS district. Timeframes and required steps to document and address unacceptable performance causes missed opportunities for taking corrective action.

## 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 Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			X X X X X		1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented.		X  X X	X		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.

<p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>			<p>X</p> <p>X</p> <p>X</p>		<p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
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 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.
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
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 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
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
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 implementation.			X 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.
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		X	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.

					3. Includes use of advisory periods to build student-adult relationships.
<b>Cultural Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Cultural Competency</b>
<ol style="list-style-type: none"> <li>1. Holds the belief that all students learn the same way.</li> <li>2. Uses the textbook to determine the focus of study.</li> <li>3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.</li> <li>4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.</li> <li>5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</li> </ol>		X			<ol style="list-style-type: none"> <li>1. Holds the belief that students learn differently and provides for by using various instructional practices.</li> <li>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</li> <li>3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</li> <li>4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</li> <li>5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.</li> </ol>

<p><b>What are the key findings from the self-assessment of high-performing schools?</b></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><b>What is at the “root” of the findings? What is the underlying cause?</b></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>
<p><b><u>Leadership</u></b></p> <p>Our current principal has not had the <b>operational flexibility</b> to <b>replace teachers</b> who are unwilling or unable to effectively</p>	<p><b><u>Leadership</u></b></p> <p>Seniority and union agreements have limited the principal’s selection of teachers. Since IPS is facing a very large reduction in</p>

manage an engaging learning environment and differentiate instruction. She has not been able to post staff positions and advertise for effective teachers outside the district.

### Instruction

**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.

In far too many classrooms, instruction is primarily **teacher-centered**. It is not **differentiated** for struggling students. According to the school improvement plan for 2011-2012, instruction of mathematics is not currently engaging or motivating.

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

The current school improvement plan indicates a concern on the part of the school that instruction for special needs students is not appropriate and that teachers are not providing quality integrated reading and writing instruction. It also notes that instructional strategies in science are not supporting high student achievement.

**Technology** is seldom used by teachers and even more infrequently used by students. The school does not have an infrastructure to support wireless technology.

### Curriculum

force at the end of this school year, agreements with the teacher's union stipulate teachers must be hired from within the district pool of teachers.

### 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 of 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 first teaching and effective reteaching.

Teachers are either unwilling or unable to **differentiate** instruction to meet student needs.

Teacher can no longer be satisfied with a classroom of quiet students. Students need to be engaged in learning, actively involved and questioning.

Classrooms technology is very limited. IPS is in the process of upgrading the **infrastructure to support wireless technology**.

### Curriculum

General education teachers do not admit accountability for the success of special education students in their classrooms. Teachers tend to rely upon the Special Education teachers to meet most of the needs of students who have been identified with special needs.

Teachers are not effectively differentiating lessons for our special education students. The current school improvement plan indicates school stakeholders are concerned that mathematics content is not currently taught at the appropriate grade level and math concepts are not taught for depth of understanding

### **Data-Formative Assessments**

IPS has implemented *Scrimmages* and *Diagnostics* that are used by teachers to assess the effectiveness of their teaching. This is the first year they are being used and teachers are beginning to use this data to determine the effectiveness of their teaching.

Performance of Joyce Kilmer Elementary Students on quarterly *Diagnostics*, or benchmarks, is displayed in the chart beneath this section.

The school improvement plan for 2011-2012 indicates that students do not receive timely feedback on classroom assessments as school stakeholders are concerned that students should be able to monitor their individual academic improvements.

### **Professional Development**

Teachers do not post standards and expectations.

Teachers struggle with effectively using the current reading adoption (Scott Foresman, *Reading Street*). Little attempt is made to differentiated instruction and lack a repertoire of reteaching strategies or interventions when students fail to grasp initial instruction.

**Co-teaching** is not happening.

### **Data-Formative Assessments**

While IPS provides *Scrimmages* and *Diagnostics* 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 Joyce Kilmer Elementary students on these formative assessments reveals that on average students respond correctly less than half of the time.

Teachers tend to use this data as an assessment of their teaching rather than using it to **identify students who need intervention**.

The school improvement plan for 2011-2012 expresses the need for teachers to meet with students individually to discuss academic progress and goals. **Data conversations** need to be informed, collaborative, and used to support student achievement.

### **Professional Development**

Positive practice, like posting standards, expectations, and learning targets, are not **common practices** at Joyce Kilmer Elementary School.

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

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

**Parents, Family, Community**

Joyce Kilmer Elementary does not have an advisory period to build student-adult relationships, however students are in self-contained grade leveled classrooms.

The School Community Coordinator sends home monthly parent communication and also host monthly parent workshops on a variety of topics.

Many of our students live in areas that are not safe for outdoor play.

**Cultural Competency**

Parent meetings at Joyce Kilmer Elementary included Celebrating Diversity and a Multi-Cultural Night.

The 2011-2012 School Improvement Plan notes that teachers do not take students’ cultural needs into consideration when designing lessons.

Teachers also reflect a broad spectrum of experience with strengths and weaknesses. Professional development that is more **personalized** to address targeted needs to better support the needs of students who are non-readers or have other special needs.

Application of professional development needs to **monitored and supported** school wide.

**Parents, Family, Community**

While Joyce Kilmer Elementary 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 children have to play outdoors because of criminal presence.

**Cultural Competency**

Joyce Kilmer 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.

Joyce Kilmer Elementary School 2010-2011 Diagnostic Results					
GRADE	SUBJECT	BENCHMARK/QUARTER (Average % points obtained)			
		1	2	3	4
3	Eng/LArts	43%	50%	46%	47%
	Math	55%	47%	48%	56%

<b>4</b>	Eng/LArts	<b>47%</b>	<b>44%</b>	<b>45%</b>	<b>45%</b>
	Math	<b>57%</b>	<b>49%</b>	<b>35%</b>	<b>46%</b>
<b>5</b>	Eng/LArts	<b>41%</b>	<b>43%</b>	<b>47%</b>	<b>49%</b>
	Math	<b>64%</b>	<b>50%</b>	<b>47%</b>	<b>37%</b>
<b>6</b>	Eng/LArts	<b>44%</b>	<b>45%</b>	<b>43%</b>	<b>43%</b>
	Math	<b>56%</b>	<b>53%</b>	<b>50%</b>	<b>57%</b>

## B. Selection of School Improvement Model

*Intervention model selected*    **Turnaround Model**

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

### **Turnaround for Joyce Kilmer Elementary School**

Joyce Kilmer is an elementary school with a poverty rate among the highest in Indiana (90 percent) and *unacceptable* levels of student achievement, particularly for its special education population.

Joyce Kilmer Elementary reopened in 2008-2009 after being closed for two years. The current principal was hired for the 2009-2010 school year. Under her guidance the number of suspensions and expulsions dropped drastically and student achievement scores improved for reading and math for the overall population. However, less than half of the students demonstrated proficiency on ISTEP+ in either English/language arts or mathematics. Also, proficiency on ISTEP+ for both English/language arts and mathematics for students in the special education program over the past two years plummeted.

The current principal has put into place weekly grade level meetings that she facilitates. This Structured Teacher Planning Time provides a 30 minute opportunity for collaboration as they discuss grade level items and concerns, including results on IPS *Scrimmages* and *Diagnostics*.

Teachers follow a 6 Step Discipline procedure. Steps 1-3 allow teachers to place referrals online and give them options of how to redirect the behavior. Step 4 directs the teachers to refer students to the principal, where she has several options to help students redirect their behavior including detention, suspension, in-school suspension, temporary removal from the classroom, etc. Teachers have created their own classroom management plans to fit the needs of their classroom environment and their students.

Joyce Kilmer Elementary School follows the IPS student retention plan that brings together parents and teachers to create interventions to raise the level of success for struggling students. Specific interventions are identified for both home and school. Parents are made aware that students will be given multiple assessments to allow them to demonstrate proficiency.

Our Community Council brings together the principal, school community coordinator, community partners, and parents on a monthly basis. We believe we have a strong council that knows how to get things accomplished.

Our Parent Involvement Policy has been developed , together with parents, and contains district mandated parent activities that include Muffins for Moms, Donuts for Dads, Annual Parent Meeting, Policy & Procedure Parent Meeting, Parents-in-touch, Family Literacy Night, Celebrating Diversity, Family Math Night, ISTEP Prep Parent Meeting, Grandparents Day, Multi-Cultural Night, and Open House. In addition, we are currently training parent leaders using the national PTA standards on a monthly basis.

Joyce Kilmer Elementary School stakeholders have gathered to analyze their needs and created a 2011-2012 School Improvement Plan with the following vision:

**We believe all students deserve** to have teachers who care deeply about each and every student and their education. We believe all students deserve to have structure and stability throughout their learning environment. We believe all students deserve to dream of future success and to be challenged to reach their full potential by fair and knowledgeable teachers. We believe all students deserve a safe and comfortable building. We believe all students deserve to have their needs met-both basic needs, such as food and shelter, and instructional needs, such as textbooks and school supplies. We believe that all students deserve the opportunity to enrich their academic learning through civic engagement, field trips, career exploration, and cultural diversity.

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

- All adults have a positive attitude toward each other, toward the students, and toward helping to educate the students.
- Given that the student body is diverse, all teachers show cultural competency and student potential is discovered and nurtured.
- All teachers are prepared to teach because they have adequate training, professional development, and materials.
- Teachers are calmly and effectively teaching throughout the day, and often remain after school for programs and other activities.
- Academic rigor is the norm.
- Teachers and parents/caregivers work together to teach and maintain high academic and behavioral expectations.
- Communication among all adults in the daily life of the school is clear, open, and timely. Parents and caregivers are active in supporting education and teachers both at home and at school by volunteering at least one time during the school year and having the opportunity to volunteer more frequently.
- Community partners and area businesses participate in enhancing students' education and development.
- Student success is the only option at Joyce Kilmer Academy.

**In this environment where all adults are living by their core convictions, all students** come to school with a positive attitude and eager to learn. They are respectful to all people in the building, and take responsibility for their actions. Students are inspired and engaged in their education; they are proud of their successes at school. Students have a vision of their potential and have goals to achieve their potential.

We noted the following **urgent concerns** which we believe may best be addressed by the Turnaround model:

- A. Students should monitor individual academic improvements
- B. Teachers should meet with students individually to discuss academic progress and goals
- C. Instruction of mathematics is not currently engaging or motivating.
- D. Mathematical concepts are not currently taught at Depth of Knowledge levels 2 and 3.
- E. Instructional strategies in science are not supporting high student achievement.
- F. Mathematics content is not currently taught at the appropriate grade level expectations.
- G. Teachers are not providing quality integrated reading and writing instruction.
- H. Teachers do not take students' cultural needs into consideration when designing lessons.
- I. Instruction for special needs students is not appropriate.
- J. Students do not receive timely feedback on classroom assessments.
- K. Teachers are not providing effective Reading/Language Arts interventions for striving readers.
- L. Teachers do not provide consistent instruction at the evaluation, application, synthesis, analysis, and evaluation levels.

IPS, in collaboration with our school community stakeholders, determined the Turnaround Model would address the needs at Joyce Kilmer Elementary School so that it may meet Annual Yearly Progress and close the achievement gap between its regular and special education population.

### **LINKING TURNAROUND EFFORTS to IDENTIFIED NEEDS**

Special education enrollment at Joyce Kilmer Elementary has doubled in the last year and shows no sign of slowing. Families are responding to economic pressures by relocating into Joyce Kilmer Elementary attendance area. Transition and change is taking its toll on Joyce Kilmer Elementary students.

Because of complex family situations and the overwhelming presence of criminal activity in the neighborhood, many students arrive at school angry. The neighborhood surrounding Joyce Kilmer Elementary represents a high crime area which limits outdoor play for most students attending this school. Students entering Kilmer Elementary for the first time (which was the experience of half of the special

education students last year) have left friends and the known for a new school environment where they are strangers. They carry the burden of struggling home situations into the classroom and making them sit quietly at their desks provides time for worries and concerns to invade their thoughts and trouble their minds.

The Turnaround Model will allow Joyce Kilmer Elementary School an opportunity to **assemble highly proficient educators** to learn new **research-based strategies and a system for differentiating instruction** efficiently, through **intensive job-embedded professional development** while they develop an **Action Based Learning environment** (ABLE) and employ powerful instructional technology that will meet the needs of the special education students and the general population.

**Action Based Learning** will help new students transition to Joyce Kilmer Elementary quickly and allow our students to improve their attention spans as it stimulates the brain, increasing motivation for learning while decreasing impulsivity and anxiety. Action Based Learning also increases cellular components which support the brain systems responsible for learning, decision-making, and memory. It is believed to promote neurogenesis by releasing hormones, neurotransmitters that enhance neural pathways for learning.

Teachers will use diagnostic and formative assessment data to **determine students' specific needs** so that they may be addressed through adjusted instructional strategies, differentiated approaches, and targeted intervention support assisted by instructional technology.

Extensive and intensive professional development will allow teachers to expand instructional strategies and use data and technology to **differentiate learning** so that all students, including students with special needs, are appropriately accommodated. Teachers will be provided with powerful interventions for students that will both motivate and support student achievement in a manner that is research based and effective. They will also learn how to accommodate the wide range of student learners in their classroom using the Pearson Comprehensive Improvement Model.

Teachers will form professional learning communities and apply specific protocol and procedures to become collaborative Learning Teams (LT) as they regularly **collaborate for improved instruction** for their classrooms.

Through school improvement grant funding, support will be provided for the principal, teachers, and students in order to build a strong Joyce Kilmer Elementary School Community that will be sustainable, building teacher and leader capacities, and effectively turning around current practice.

### **Key Findings Contributing to Achievement**

- The level of instruction, engagement and rigor has been inconsistent across grade levels and content areas. A uniform Instructional Cycle (curriculum pacing), aligned to State academic standards, is being implemented for the first time this school year. IPS data reports, however, do not **disaggregate** this data by subgroup.

- **Low levels of rigor** in classroom instruction fail to adequately prepare **students, especially students with special needs**, for the ISTEP+.
- Students' **specific needs** are **not systematically-identified** and, thereby, not **addressed**
- Teachers are not proficient in providing **differentiated instruction** to meet the diverse levels of students' needs within the turnaround school. Training opportunities have been limited—and optional.
- Efforts to enhance co-teaching for both regular and special education teachers have been inconsistent—at best. Teachers and administrators have not been fully-trained, nor has accountability of co-teaching been fully-established. Performance data reveals that as many as half of the **teachers are ineffective** at meeting the needs of **students, including students with disabilities**.
- **Practices to monitor teacher effectiveness** have been **ineffective** in removing teachers who are not willing or not capable of meeting students' needs; actions had not been taken to address deficiencies.
- **Timeframes** and **required steps to document** and **address** unacceptable performance **caused missed opportunities** for taking corrective action.
- Too many teachers are not adequately addressing poor comprehension needs, and generally not engaging and challenging students to use **effective strategies that deepen students' understanding**. Teacher-centered instruction is the norm. School leadership had not intervened.
- **Professional development** has been provided to support teachers' use of more effective instructional strategies, but **systematic monitoring, and coaching** to ascertain staffs' implementation of new strategies has not occurred; ineffective practices continue.
- **New students with special needs** are arriving at Joyce Kilmer Elementary School and poor ISTEP+ scores indicate they need help **transitioning**.

## ELEMENTS OF THE TURNAROUND MODEL

### Governance Structure

Through the resources provided under the SIG grant, Indianapolis Public Schools (IPS) enters into a multi-year plan to turn around its persistently lowest-achieving schools. District leadership is committed to supporting each of the identified schools by removing district

mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal. Supporting these schools in this effort, Dr. Li-Yen Johnson, the Associate Superintendent for Curriculum and Instruction will serve as **Turnaround Officer**.

A new IPS Turnaround Office will be in place for the 2011-2012 school year. This Turnaround Office is further supported by the Curriculum and Instruction Division and the IPS Board of Education. Joan Harrell, **Executive Director of Elementary Education**, will direct the turnaround at Kilmer Elementary School, taking much personal interest as this was once the school she led.

The Turnaround Model places Joyce Kilmer Elementary School in a position to support the achievement of special education students while changing practice in such a manner that all students will be provided a rich and relevant curriculum delivered by effective teachers and assisted by technology.

### **Operational Flexibility**

**Operational flexibility** has been granted to Joyce Kilmer Elementary. Because of its turnaround status, this School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Joyce Kilmer Elementary students to achieve. Operation flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement.

### **Replacing the Principal**

By **replacing the principal** with a dynamic educator with extensive knowledge of the community, curriculum, and instruction, leadership at Joyce Kilmer Elementary will be informed, motivating and inspiring. Tihesha Guthrie has been chosen to lead Joyce Kilmer Elementary as its new principal. Ms. Guthrie has been ably prepared for this position in a number of ways:

- Ms. Guthrie grew up in the community surrounding Joyce Kilmer Elementary and still attends a neighborhood church that partners with Joyce Kilmer Elementary. She brings a strong **link to the community**.
- Ms. Guthrie was recognized as 2007-2008 Teacher of the Year and a faculty member at a school awarded the National Blue Ribbon Award. She has the experience base to be **accepted by her faculty**.
- Ms. Guthrie received the Above & Beyond the Call of Duty Award in 2006-2007. She regularly **models enthusiasm, commitment, and a “can do” spirit**.
- Ms. Guthrie served as an Instructional Reading Enhancement Coach. She knows how to be an effective coach, provide job-embedded professional development, use data to develop instructional plans, and employ **effective strategies** across the curriculum.

- Ms. Guthrie was an Assistant Principal who understands the **diverse roles and skill set** necessary for a building administrator. She effectively oversaw test administration, budget, supervision and staff evaluation.
- Because of her success in the **IPS Leadership Identification and Development (LID)** program, Ms. Guthrie was named a Principal Practitioner as part of **IPS Educational Leadership in the Turnaround Era (ELITE)**. As a Principal Practitioner, she performed ably providing training for new teachers, monitoring the implementation of the school improvement plan, and taking the role of principal for administrators on interim leave.
- Ms. Guthrie currently serves as Co-Principal with an outstanding principal model as she prepares to take the reins of Joyce Kilmer Elementary School. Her position allows her opportunities to **network** with other principals, observe staff and faculty to inform **hiring a new staff for Joyce Kilmer Elementary**, and **collaborate with the current principal, district administrators, and Pearson**, the selected External Provider.

### **External Provider**

IPS has selected Pearson as its External Provider. The Pearson Comprehensive Improvement Model helps districts and schools focus on five critical elements of school improvement.

1. Creating a **standards-based system** with assessments that monitor progress and inform instruction
2. **Aligning instruction to standards** and focusing teaching on moving students from where they are to where they need to be
3. **Strengthening instructional leadership**
4. **Building professional learning communities**
5. **Engaging parents and the community**

Pearson creates a coherent, comprehensive approach that offers exceptional instructional materials and strategies with first-rate coaching and professional development.

Without solid grounding in reading and mathematics (the fundamental building blocks for learning), elementary students face an uphill battle to achieve. Many schools simply lack the capacity to improve results in these subjects.

This model helps schools change patterns of low performance and close achievement gaps that may have existed for many years. The model pays particular attention to literacy and mathematics. **Readers, Writers, and Mathematics Workshops provide a framework for differentiated instruction** to improve student performance.

Pearson provides a coherent solution to overcome multiple challenges. The design includes

- Ongoing, sustained **professional development**
- On-site **technical assistance and coaching**
- High-quality **materials**

### **Effective Teachers**

We understand that teachers are the most powerful in-school predictor of student achievement. IPS has reached agreement with the teachers' union that allows immediate removal of teachers whose performance is not satisfactory. This commitment will apply only to turnaround schools and ensure that students at Joyce Kilmer Elementary School have **highly effective teachers**. The principal is in the process of interviewing and observing teachers to build a new faculty at Joyce Kilmer Elementary.

In order to provide rigorous, transparent and equitable evaluations, the leaders will make daily Focus Walks gathering data using **Observation 360** and **PD 360** to support personalized professional development for Joyce Kilmer Elementary teachers.

Teachers are anxious to apply for positions for a number of reasons. Because of declining enrollment, 250 fewer teachers will be needed for the 2011-2012 school year in IPS. All teachers at Joyce Kilmer Elementary are required to reapply. The selected faculty is eligible for a signing bonus and other **financial incentives** that will be linked to their performance and the academic progress of their students, including the achievement of students with disabilities. Extensive job-embedded professional development will be provided for all staff, and selected teachers will be identified for **career advancement** through the **Future Leaders** program and the distributed leadership that accompanies the Learning Teams model.

IPS has initiated a standards-based program that informs pacing and instruction through three-week *Scrimmages* and Quarterly Assessments (*Diagnosics*). This program sets clear learning targets that are assessed, providing regular data that can inform instruction and tiered learning. This will **support our highly mobile student population** as pacing and assessment results will follow students who move from one school to another so that teachers can quickly learn what new students know and are able to do.

The Pearson Comprehensive Improvement Model provides additional formative assessment (screeners) which will help teachers determine tiered instructional levels. With the assistance of professional development and coaching, the Joyce Kilmer Elementary faculty will regularly

**use data to differentiate instruction** and then analyze their students' work to determine need for intervention. This will be especially useful as we closely **monitor the progress of our special education students**.

**Technology tools will support personalized learning** and ensure that students with disabilities are learning. Teachers will equip the digital natives in their classrooms with instructional tools that motivate and stimulate all students to learn. Data from tools like *Study Island* and *IStation* will encourage self-directed learning as students receive immediate feedback on their work and watch their skills grow and scores rise.

The **school day and school year will change** next year as students are provided eight additional hours each week that focuses on remediation and enrichment. Students may also attend Intersessions between nine week quarters. Saturday Writing Camps and Summer Intersession which will provide additional extended learning time.

### **Support Social/Emotional Development**

Our Action Based Learning Environment will encourage our student to engage in instruction that supports total physical response. Our kinesthetic learners will be empowered to use their preferred intelligences to **demonstrate their learning** in a manner that does not require them to sit still or stay put.

Our staff will receive training on Positive Behavior Intervention and Support (PBIS) and also Behavior Management Specialists training. PBIS will help our teachers understand how behavior changes, how to respond and change behavior, how to build behavior expectations, and to learn to adapt behavior to varied settings. We believe this will support our diverse learners by helping us become more understanding and **skilled at working with students with special needs** and also help our teachers develop strong classroom management skills.

Joyce Kilmer Elementary School will partner with **Peace Learning Center** for the 2011-2012 academic year. Peace Learning Center youth services include teambuilding, norm-setting and experiential approaches to learning. Through SIG funding, they will provide professional development for Joyce Kilmer Elementary staff that focuses on cultural competency, classroom management, building trust within a community, and forging a common approach to conflict. Their staff will provide workshops for all grade levels that take place in classroom settings and are grade appropriate. Outcomes for these workshops include the following:

- Kindergarten-Grade 2: emotional literacy, social awareness, and peace mentors.
- Grades 3-4: emotional literacy social awareness, communication skills, STEP conflict resolution process, and peace mentors.
- Grades 5-6: social awareness, communication skills, STEP conflict resolution process, and basic exploration of inclusion/diversity skills.

The Peace School program, in partnership with ACT Out, brings two theatrical performances to the school to demonstrate and explore many of the key issues involved in conflict. Performance themes are tailored to each school's needs. The second performance will be an evening performance that will also include a family activity.

**Parents and community partners** will be encouraged to participate in our school improvement initiative serving as leaders, role models, benefactors, and audiences; removing barriers to planned initiatives, championing our students to achieve, and celebrating our progress.

Pearson, our External Provider, brings a **research-driven program with proven results**. Eleven (11) Consortium for Policy Research in Education (CPRE) studies demonstrate effectiveness of Pearson's Comprehensive Improvement Model. Pearson will help us transform conditions at Joyce Kilmer Elementary in the following ways:

- Preparing effective teachers
- Evaluating students and teachers using fair, valid, and reliable measures
- Enhancing collaboration between teachers
- Supporting alignment of curriculum with standards based instruction
- Sharing leadership and accountability
- Building bridges between school and community

#### **ALIGNMENT of PROPOSED PLAN with the REQUIRED ELEMENTS of a TURNAROUND MODEL**

All components of the Turnaround Model will be **implemented during the 2011-12 school year**. The required elements of the Turnaround Model are fully addressed within our proposed plan and summarized below.

#### **New Governance Structure:**

- Selection of Pearson as external provider
- Identification of Turnaround principal who will direct-report to associate superintendent/ Turnaround Officer
- Creation of Director of Turnaround Schools position to support and monitor implementation
- Creation of Joyce Kilmer Elementary Instructional Leadership Team (ILT) to instill distributed leadership at the school site

- Communication with Joyce Kilmer Elementary Community Council to connect with a representative body of stakeholders to support new initiatives and remove barriers for implementation.

### **Use Data to Identify & Implement a Research-Based, Vertically-Aligned Instructional Program:**

- Creation of Joyce Kilmer Elementary Data Wall
- Conduct Onsite Focus Walks and Interviews
- Online Surveys of Key Stakeholder Groups
- Analysis and Generation of Action Plan
- Development of Communication Plan
- Implementation of tools and strategies that are research-based and aligned to Indiana academic standards

### **Promote the Use of Student Data to Inform and Differentiate Instruction:**

- Creation and training of Instructional Leadership Team (ILT) for ongoing review and monitoring of assessment data
- Creation of grade level teacher Learning Teams (LT) for collaborative planning based on student work and data
- All academic content teachers will use IPS instructional calendars and formative assessments and conduct regularly-scheduled data meetings to analyze data to determine student growth, identify instructional gaps, determine student needs, make instructional adjustments, and target interventions.
- Implement interventions (e.g., IStation for reading, Pearson tiered intervention programs for math and literacy, Study Island for math, social studies, and science) that rely on using real-time data to appropriately differentiate instruction

### **Establish Schedules and Implement Strategies that Provide Increased Learning Time:**

- Expansion of teacher learning time through after-school, weekend and summer trainings.
- Teachers learning time during the school day is on-going enabled by three ABLE Teachers who provide weekly released time for targeted job-embedded professional development, teacher collaboration, and peer coaching/observation.
- The principal and Teacher-Leaders are supported through additional leadership training.

- Student learning time is expanded through the Extended-Time session of two hours, four days a week and Saturday Writing Camp
- District Intersessions and Summer Session expand the students' school calendar to include an additional seven weeks of instruction (Summer session + 3 weeks of intersession)
- **Provide Appropriate Social-Emotional and Community-Oriented Services and Supports for Students:**
- Our School and Community Coordinator will identify additional community partners and serve as liaison. She will also be a valued member of the ILT.
- Behavior Management Specialist will intensively train and mentor teachers.
- Positive Behavioral Interventions and Supports will be implemented school wide
- Action Based Learning Environment will support and enhance student learning
- Community and Family events will encourage partnership and commitment
- A full-time School Nurse and Community Coordinator will provide services and supports for students and their families
- Improved parent communications through weekly phone calls and weekly progress reports will effectively link home and school
- Parent Academy will allow parents to be better prepared to support their child's educational needs
- Parent Resource Center will provide access to financial, emotional/social, psychological resources.
- Specific examples of the supports provided through established Community Partners are detailed later in this document. Current community partners include the following:
  - Comprehensive partners through Martingdale/Brightwood Full Service Community Schools.

- Read Up Program, sponsored by United Way, brings a number of community partners to Joyce Kilmer Elementary to read to and with our 3<sup>rd</sup> and 4<sup>th</sup> grade students. We believe it has successfully raised test scores. Reading materials are based on students' Lexile scores.
- 100 Black Men do mentoring throughout the school day and lead after school sports.
- Local churches provide back pack food program, clothes closet, weekend food supplies.
- A federal funded fruit/veggie program provides a nutritious snack during the day.

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

Our External Providers will help us create effective change at Joyce Kilmer Elementary School. The Pearson Comprehensive Improvement Model is organized around five design tasks that specify the aspects of school operations that must be addressed to achieve comprehensive school improvement:

- **Design Task 1: Standards and Assessments**
- **Design Task 2: Aligned Instructional Systems**
- **Design Task 3: High-Performance Leadership, Management, and Organization**
- **Design Task 4: Professional Learning Communities**
- **Design Task 5: Parent/Guardian and Community Engagement**

The implementation expectations are organized around these tasks and bring about principal, teacher, student, and ultimately, school turnaround.

### **Design Task 1: Standards and Assessments**

Students, teachers, parents, and administrators need to understand when student work is “good enough” to meet the standards. This means making the expectations of the standards explicit.

Stakeholders need to know the criteria against which student work will be assessed. And when possible, they need to have examples of student work that meets the standard. Making the criteria explicit, teaching to those criteria, and then assessing work against the criteria make standards real and useful to the teachers and students in the classroom. This design task requires that:

- 1) Teachers meet the expectations of state and district standards and proficiencies explicit and accessible to students.
- 2) The school uses assessment data (formative, periodic, and annual summative information) to set targets and plan for instruction that provides for differentiation to meet students’ assessed needs.
- 3) Teachers build expertise analyzing student work against the standards.
- 4) The school establishes a systemic process of monitoring students’ progress.

This Design Task will create the following **changes** at Joyce Kilmer Elementary:

The common learning targets derived from the IPS pacing guide will be explicitly shared with Joyce Kilmer Elementary students and parents.

- Joyce Kilmer Elementary **students** will know what is expected. Learning targets and models of acceptable student work will be posted so that students are aware of what they need to know and be able to do.
- Joyce Kilmer Elementary **teachers** will learn to monitor standards based data to determine instructional needs and have evidence of students meeting these learning targets through timely data.
- Joyce Kilmer Elementary **principal** will look for posted learning targets and models of proficient student work displayed in every classroom on daily Focus Walks and, together with her Instructional Leadership Team (ILT), monitor progress through timely data reports.

### **Design Task 2: Aligned Instructional Systems**

Aligning instruction to state standards is critical to improving student performance. This design task includes:

- 1) developing effective learning environments
- 2) planning and delivering instruction aligned with the standards and curriculum
- 3) providing scaffolded support for learning to meet students' needs
- 4) offering safety nets
- 5) providing instructional supports for students whose needs cannot be served by the core instructional program alone.

Establishing consistent, instructionally sound classroom routines and rituals promote students' responsibility for their learning and allow teachers to differentiate instruction. Focused teaching matches instruction to students' needs through continual monitoring and diagnosis of student performance. This provides the means of differentiating instruction for all students, including students with special needs. Effective safety nets, aligned with classroom instruction, provide timely interventions to support students who need extra help.

This Design Task will create the following **changes** at Joyce Kilmer Elementary:

- Joyce Kilmer Elementary **students** will benefit from differentiated learning and instructional tools that promote individualized learning.
- Joyce Kilmer Elementary **teachers** will employ mastery learning and tiered interventions to ensure that all students can successfully demonstrate their learning on ISTEP+ as learning targets will be aligned to Indiana standards.
- Joyce Kilmer Elementary **principal** and other leaders will regularly monitor instruction to make sure instruction matches posted learning targets through daily Focus Walk and that formative assessment data reflects that all students are learning.
- IPS *Scrimmages* and quarterly *Diagnostics*, IPS formative assessments, will affirm this alignment and student success.

### **Design Task 3: High-Performance Leadership, Management, and Organization**

This design task focuses on developing the school's leadership, management, and organization to serve and support an aligned instructional system. It includes:

- 1) building the principal's instructional leadership role
- 2) distributing leadership among the Instructional Leadership Team members
- 3) promoting a standards-based school culture
- 4) aligning supervision with expectations for implementing the design
- 5) establishing management systems for monitoring student progress
- 6) aligning academic interventions with students' needs
- 7) developing organizational structures to support the school's primary focus on improving student achievement.

Joyce Kilmer Elementary School principal will be supported by a Pearson Cluster Leader and leadership at Joyce Kilmer Elementary will be distributed through an Instructional Leadership Team and Learning Teams. The principal and other leaders will receive training and support throughout the engagement. The principal will be encouraged to network with other turnaround leaders and to visit successful turnaround schools.

This Design Task will create the following **changes** at Joyce Kilmer Elementary:

- Joyce Kilmer Elementary **students** will benefit from school-wide routines and rituals that effectively protect instructional time as they receive collaborative support for learning.
- Joyce Kilmer Elementary **teachers** will feel valued and empowered as data-driven decision makers with expanded career path opportunities. They will receive personalized professional development to support their individualized needs.
- Joyce Kilmer Elementary **principal** and other school leaders will receive extensive and ongoing training, as well as at-elbow support, to develop effective leadership in a turnaround environment.

#### **Design Task 4: Professional Learning Communities**

A commitment to creating true collaborative planning time within a school is fundamental. Research into teaching and learning over the past 15 years indicates that student performance improves significantly when teachers work collaboratively with a relentless focus on results.

This design task focuses on establishing structures and practices that enable and encourage school-wide participation in Structured Teacher Planning Time (STPT), including small learning communities focused on individual student progress. This task focuses on:

- 1) building professional learning as an ongoing part of the school's work, where continual growth in knowledge and skills is recognized as an integral part of teaching and both an individual and a collective responsibility

- 2) developing an integrated, coherent approach to professional learning that includes coaching, establishment of model classrooms, cross-classroom visitations, teacher meetings, study groups, and collaborative teacher planning and skill-building meetings

This Design Task will create the following **changes** at Joyce Kilmer Elementary:

- Joyce Kilmer Elementary **students** will benefit from differentiated learning opportunities designed during teacher collaboration during Structured Teacher Planning Time (STPT) and supported by a variety of instructional tools.
- Joyce Kilmer Elementary **teachers** will become collaborative data users as they plan instruction during STPT that meets the needs of all learners and then verify their efforts with student data in order to inform next steps.
- Joyce Kilmer Elementary **principal** and other leaders will review collaborative lesson plans and carry on reflective conversations with teachers regarding implementation and outcome based on student data and daily Focus Walks.

#### **Design Task 5: Parent/Guardian and Community Engagement**

Years of research confirm the critical role of family involvement in student learning. This design task focuses on keeping this finding at the forefront of the school's work on standards-based restructuring and on developing vital community partnerships. Parent/Guardian and community engagement goals include:

- 1) encouraging and enabling parents/guardians and the community to support the school-wide focus on student achievement
- 2) establishing the School Community Coordinator as a core position on the Instructional Leadership Team to ensure that parents/guardians and community members are valued as partners in the school improvement process and to represent these stakeholders' interests
- 3) improving home-school communication by instituting weekly phone calls and progress reports

To achieve these goals, the School Community Coordinator, in collaboration with the Instructional Leadership Team, works with families on practical ways to support their children's learning at home. They promote programs to help parents/guardians gain access to community resources, such as museums and libraries that can support their children's development. The Instructional Leadership Team also provides occasions that include parents/guardians and the broader community in celebrating the steps made by individual students and the school as a whole in the journey toward meeting the standards.

This Design Task will create the following **changes** at Joyce Kilmer Elementary:

- Joyce Kilmer Elementary **students** will be provided with a back pack and school supplies donated by a community partner. They will also benefit from adult role model mentoring from community members and sharing success at school with their families on a regular basis.

- Joyce Kilmer Elementary **teachers** will regularly communicate with parents through weekly phone calls and progress reports as well as at grade level meetings.
- Joyce Kilmer Elementary **principal** will include the School Community Coordinator in her weekly Instructional Leadership Team Meetings to provide a broader school community perspective to decision making.
- **Parents** will benefit from improved communication from weekly teacher phone calls and student progress reports, Parent Academy and workshops, and a Parent Resource Center to access financial, social/emotional, and psychological resources.

### Focusing on our Areas of Concern

The following chart provides a brief illustration of how our proposed Turnaround will promote change that addresses each of the Areas of High Concern from our 2011-2012 School Improvement Plan.

Alignment of Joyce Kilmer Areas of Concern to Turnaround Initiatives	
Area of High Concern	Turnaround Initiative
A. Students should monitor individual academic improvements	<b>Pearson CIM screeners</b> will ensure that all students are provided with appropriate instruction. These assessments will identify students who need targeted intervention. Technology enhancement will allow students to see results of their performance immediately.
B. Teachers should meet with students individually to discuss academic progress and goals	The <b>workshop model</b> advocated by <b>Pearson CIM</b> allows teachers to work one-on-one with students to discuss academic progress or receive individualized attention.
C. Instruction of mathematics is not currently engaging or motivating.	Teachers will receive professional development and coaching that supports student engagement from our <b>Student Success Coordinator</b> and <b>Pearson Field Specialists</b> .
D. Mathematical concepts are not currently taught at Depth of Knowledge levels 2 and 3.	<b>Pearson professional development</b> , support materials, and technical assistance are designed to support teachers in working to achieve greater balance and coherence placing an emphasis on conceptual learning to balance the common emphasis on skills and problem solving. Teachers will receive at-elbow <b>coaching</b> to use higher level thinking to delve deeply into math concepts and to apply them in a real world manner.
E. Instructional strategies in science are not supporting high student achievement.	As part of the <b>Pearson CIM</b> , we will implement an inquiry based approach that emphasizes data collection and interpretation rather than memorization of the scientific method. We will use a learning cycle called the “5E model”—Engage, Explore, Explain, Extend, and Evaluate.
F. Mathematics content is not currently taught at the appropriate grade level	<b>Navigator</b> and <b>Ramp Up</b> will help our students clear up misconceptions that are not allowing them to learn on grade level materials. Through <b>Extended Time for Learning</b> , our students

expectations.	will catch up so that they can successfully master grade level expectations.
G. Teachers are not providing quality integrated reading and writing instruction.	The <b>reading and writing workshop model</b> will provide integrated instruction that will be delivered in a manner that supports differentiated instruction.
H. Teachers do not take students' cultural needs into consideration when designing lessons.	<b>Action Based Learning</b> will allow student to use total physical response as they learn. <b>Air Slates</b> will allow students to manipulate visual data to accommodate preferred learning modalities.
I. Instruction for special needs students is not appropriate.	Lessons using <i>Navigator</i> will support targeted needs of Tier 1 and Tier 2 learners. <i>Ramp Up</i> will assist Tier 3 learners.
J. Students do not receive timely feedback on classroom assessments.	Technology enhancements like <i>iStation</i> and <i>Study Island</i> will provide immediate feedback to students. Students enrolled in <i>Navigator</i> and <i>Ramp-Up</i> courses receive reports immediately after online testing.

## 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
<p>1. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>	X		<p><b>Attached Budget</b> 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.</p> <p>Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check.</p>
Capacity Task	Yes	No	District Evidence
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>	X		<p><b>Attached Budget</b> Resources required supporting full and effective implementation of the turnaround interventions are carefully calculated and calibrated in each budget line item.</p> <p>Resources beyond the grant including General Fund, Title I Fund and IDEA are identified to enhance the support for this turnaround school.</p>
Capacity Task	Yes	No	District Evidence
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>	X		<p><b>Attached Budget</b> Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.</p>
Capacity Task	Yes	No	District Evidence
<p>4. The budget is planned at a minimum of</p>	X		<p><b>Attached Budget</b></p>

<p>\$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>			<p>The proposed annual budget is under two million per school and exceeds \$50,000.</p>
<p><b>Capacity Task</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>District Evidence</b></p>
<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p> <p><i>All models</i></p>	<p><b>X</b></p>		<p>For the 2011-2012 academic year, IPS will apply for the SIG 1003 (g) for five (5) of the 12 schools on the Tier I &amp; Tier II list. Because we lack capacity for the others.</p>
<p><b>Capacity Task</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>District Evidence</b></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"> <li>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>	<p><b>X</b></p>		<p><b>Attached Budget and Chart which Follows</b></p> <p>The goals of the Turnaround Intervention are supported by the proposed budget in the following areas:</p> <ul style="list-style-type: none"> <li>-Standards and Assessments</li> <li>-Aligned Instructional Systems</li> <li>- High-Performance Leadership, Management, and Organization</li> <li>- Professional Learning Communities</li> <li>- Parent/Guardian and Community Engagement</li> </ul> <p>The following chart presents the proposed SIG grant-funded resources and interventions that are research-based, aligned with our key findings and will support Joyce Kilmer Elementary turnaround principal, its teachers and its students.</p>
<p style="text-align: center;"><b>Joyce Kilmer Elementary School</b></p>			

**SCHOOL IMPROVEMENT GRANT RESOURCES**

<b>DESIGN TASK</b>	<b>RESOURCE/ INTERVENTION</b>	<b>DESCRIPTION/RATIONALE</b>
<b>Design Task 1: Standards and Assessments</b>	Pearson Screeners	-Expand assessment data provided by IPS <i>Scrimmages &amp; Diagnostics</i> to support IPS pacing guides and disaggregate data in a manner that identified students requiring tiered interventions
	Student Success Coordinator	-Schedules time throughout the day to have data conversations with teachers -Coordinates time for teachers to have data conversations with students -Oversees student success using 8 Step Process with ILT & teacher teams -Creates school Data Wall -Facilitates structured teacher planning time meetings
	Differentiated Accountability Coach (DA Coach)	-Serves as an instructional coach, modeling best practices in classrooms -Assists with facilitation of Structured Teacher Planning Time -Updates school Data Wall -Provides weekly training for ABLE teachers
<b>Design Task 2: Aligned Instructional Systems</b>	Pearson Safety Net Programs (Navigator, Ramp-Up, etc.)	Support tiered instruction
	Technology Support: <ul style="list-style-type: none"> <li>• iPads</li> <li>• Air Slates</li> <li>• Document Projectors</li> <li>• Clickers</li> <li>• AV Sets</li> <li>• Study Island</li> </ul>	-Support instruction that addresses all modalities creating an effective learning environment -Provide real time monitoring with immediate feedback to students -Expand learning time -Support self directed learning -Provide powerful intervention tools that motivate our digital natives
	Professional Development (PD)	Personalized, job-embedded PD to support Differentiated Learning and school-wide PBIS in an Action Based Learning environment
	Extended Learning Time	Additional 2 hours of instruction 4 days a week, Saturday Writing Camps, and IPS sponsored intersessions and summer session
<b>Design Task 3: High- Performance Leadership, Management, and Organization</b>	Leadership Academy	Support and equip building leaders
	Pearson Cluster Leader	Onsite support and coach for principal
	Observe 360 & PD 360	Web-based teacher effectiveness tool to personalize teacher PD based on observation data
	Leadership Networks	Support collegial discourse among turnaround leaders
	Supplemental Administrator	Provide teacher observation/evaluation support
	Summer Staff Retreat	Provide opportunity for school revisioning and intensive professional development
Transition program	Student Ambassadors will provide support and mentoring for newly arriving students as they merge into Joyce Kilmer Elementary culture	

	Project Manager	Timely construction of schedules and processing of documents and reports related to the turnaround
	Behavior Management & PBIS Training	School-wide systems for student and classroom management
	Future Leaders	Identify and support potential turnaround leaders
	Technology Specialist	Support integration of technology into all classrooms through training, modeling, and troubleshooting
<b>Design Task 4: Professional Learning Communities</b>	Instructional Leadership Team (ILT)	Foster distributed leadership through data driven systems for collaborative decision making
	Learning Teams	Collaborative teacher teams employ specific protocol to regularly practice assessment for learning
	ABLE Teachers	Release classroom teachers for data-driven collaborative planning and professional development
	ABL Coach	On site one day a week to provide ABL support to teachers through observation, modeling, and monitoring
	Job-embedded PD	Ongoing professional development supported with “at elbow” support by trained coaches, school leaders and Pearson field specialists
<b>Design Task 5: Parent/Guardian and Community Engagement</b>	Parent Academy	Provide monthly workshops and classes
	Parent Center	Provide welcoming access to family
	25 Books (Million Words) Campaign, principal’s Book of the Month, and Home-School Notebooks	Develop community through shared literacy activity
	Family Retreat and other outreach events	Create united commitment toward turnaround
	Student Incentives	Range from school logo t-shirts to opportunities to tour colleges and Washington DC to encourage college readiness behaviors
	Home-School Communication	Institute weekly phone calls and weekly progress reports
	Peace Learning Center	Teaches young adults and at-risk youth creative ways of resolving conflicts, personal responsibility, and character building
<b>Capacity</b>		<b>Yes</b>   <b>No</b>   <b>District Evidence</b>

<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"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>	<p><b>X</b></p>		<p><b>Associate Superintendent &amp; Turnaround Officer's Resume</b></p> <p><b>Director of Turnaround School's Resume: Yvonne Rambo</b></p> <p><b>Director of Elementary Education's Resume: Joan Harrell</b></p> <p><b>Principal's Resume: Tihesha Guthrie</b></p>
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### **Principal**

A new principal, Ms. Tihesha Guthrie, has been selected to lead turnaround at Joyce Kilmer Elementary School. She has received district sponsored training to assume this role after successfully completing the IPS two year **Leadership Identification and Development (LID)** program. Because of her performance, she was selected for IPS' **Educational Leadership in the Turnaround Era (ELITE)** program. This program prepares educators to assume the important role of instructional leaders through focused training and intensive internships. She will assume the role of principal at Joyce Kilmer Elementary at the beginning of the 2011-12 school year. She is transitioning into this new role in a number of ways including:

- Serving as the Co-principal under a master principal at another elementary school
- Conducting classroom observations to determine the proficiency of current teachers for potential staffing
- Visiting Joyce Kilmer Elementary frequently to gain a better understanding of the current school culture and climate and examining specific needs of Joyce Kilmer Elementary through observation and collaboration with current principal
- Comprehensively planning for improvement with district administrators and the selected external provider
- Interviewing and observing internal candidates for faculty positions at Joyce Kilmer Elementary
- Meeting with all stakeholder groups to gather input and build a shared vision for Joyce Kilmer Elementary School's turnaround

A dynamic and talented educator has been selected to lead Kilmer Elementary. IPS has supported Ms. Guthrie with training and internships to prepare her to succeed. She will be supported by Pearson, our External Provider, who will provide leadership training, on-site coaching, and proven leadership structures.

### **Staff**

All staff at Joyce Kilmer Elementary were released to allow the selection of the best and brightest teachers. Human Resources Division key personnel and the Associate Superintendent/Turnaround Officer met with Ms. Guthrie to map out a plan to identify and recruit the best and the brightest and most importantly, the staff members who have the level of efficacy and urgency to escalate instruction.

This Spring, Ms. Guthrie 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 turnaround school requires. Their commitment to do so also makes them eligible for financial incentives that are linked to performance and the enhanced possibility of career advancement.

### District Support

Joyce Kilmer Elementary School’s principal and staff will be ably supported by the Executive Director of Elementary Education, Joan Harrell, and the Associate Superintendent and Turnaround Officer, Dr. Li-Yen Johnson. These administrators have extensive experience providing leadership that improves student achievement and will support Joyce Kilmer’s Turnaround.

Capacity Task	Yes	No	District Evidence
<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"> <li>• Staff Assurances</li> <li>• Staff Surveys</li> <li>• Staff Needs Assessments</li> </ul>	<b>X</b>		<p><b>Teacher Commitment Letter</b></p> <p>All teachers at IPS turnaround schools sign a commitment letter that included the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provided extended time for learning. The principal has assembled a group of team players who are proud of their school, accountable for their students, and willing to go the extra mile to ensure all are learning.</p> <p>In return, staff qualifies for financial incentives and possible career advancement.</p>
Capacity Task	Yes	No	District Evidence
<p>9. The district has received the support of parents to fully implement the</p>	<b>X</b>		<p><b>Calendar Below</b></p> <p>With IPS support and direction, Ms. Guthrie has met with a variety of school stakeholders to gather data, solicit input, and communicate urgency to</p>

intervention model. <i>All models</i>				improve student achievement at Kilmer Elementary. The following chart identifies some of those meetings.
<ul style="list-style-type: none"> <li>• Parent Meeting Agendas</li> <li>• Parent Surveys</li> <li>• Parent Focus Groups</li> </ul>				
<b>Joyce Kilmer Elementary School Parent/Community Meetings</b>				
<b>DATE</b>	<b>EVENT</b>	<b>STAKEHOLDERS REPRESENTED</b>		
Feb. 23	Meeting	Associate Supt/Turnaround Officer; Director of Turnaround; Executive Director of Elem. Ed; Director of C & I Dev.; Principal; Pearson		
Feb. 24	On Site Visit w/ External Partners	Executive Director of Elem. Ed; Principal; Current Principal; Pearson		
Mar 1	Meeting	Principal; Director of C & I Division		
Mar 2	Initiative Investigation	Principal; Curriculum & Instruction Division Rep.; ABL Trainer; IPS Health & Wellness Director		
Mar 11	Initiative Investigation	Principal; Peace Learning Center Rep.		
Mar 18	Initiative Investigation	Principal; IUPUI Full Service Community Schools Coalition Reps.		
Mar 21	Community Partner Mtg	Principal; Kingsley Terrace Church of Christ (Community Partner)		
Mar 23	Turnaround Informational Mtg	Principal; Kilmer Staff, Community Partner Reps; Parents; School Community Coordinator		
Apr 4	Parent Mtg Planning	Principal; Community Partners Reps		
Apr 4	Initiative Investigation	Principal; Full Service Community Schools Rep.		
Apr 7	Parent Advisory Board Mtg	Principal; School Community Coordinator; Parents; Community Leaders		
Apr 12	Kilmer Parent Mtg	Principal; Parents; Community Partners; School Community Coordinator		
May 12	SIG Information Meeting	Principal; Staff; Teachers; Community Partners; Community Members; District Administrators; Parents; Students		
May 24	SIG Development Meeting	Principal; Pearson		
<b>Capacity Task</b>		<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>		<b>X</b>		<b>Strategic Plan of the IPS Board for 2010-2015</b> Strategic Plan of the Indianapolis Public School Board for 2010-2015 school year included very strong and urgent student achievement data points for each school and for the district based on the accountability factors in the No Child

<ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <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></li> </ul>			<p>Left Behind and Public Law 221.</p> <p>After a comprehensive briefing by Dr. White and the Associate Superintendent/ Turnaround Officer on our plan to adopt the turnaround model to guide school improvement effort in two of our schools in 2010-2011 school year, five more schools in 2011-2012 school year, and one school in 2012-2013 school year, Board members indicated their full support as well as their desire to be updated on the progress of each of the turnaround school monthly.</p> <p>Dr. White produces weekly board notes, including updates on the progress of turnaround schools, that are delivered to each of the Board Members.</p>
<p><b>Capacity Task</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>District Evidence</b></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"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <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 successful experience in changing schools</i></li> </ul>	<p><b>X</b></p>		<p>Dr. Eugene White, Superintendent of Indianapolis Public Schools, has been a true champion for turnaround schools. He served as a turnaround principal in two of the most challenging high schools in Fort Wayne, Indiana, from 1990 to 1997.</p> <p>Armed with the level of urgency to escalate student outcomes, Dr. White directed his top level cabinet personnel (Deputy Superintendent and Associate Superintendent) to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools.</p> <p>Updates and progress check on the turnaround schools is an agenda item at the Superintendent’s Cabinet meeting weekly. Dr. White has made it a priority of His Cabinet.</p> <p>The creation of an IPS Turnaround Office and the creation of the Director of Turnaround Schools position is further evidence of his support.</p>
<p><b>Capacity Task</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>District Evidence</b></p>

<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"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	<b>X</b>		<p><b>Teacher Union Assurance</b></p> <p>During the superintendent's monthly Professional Relations Group meeting, the teachers' union leadership team member were informed regarding the various types of school improvement models and the list of schools qualifying for the models.</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 turnaround model. With the teachers' union support, we can and have removed and replaced teachers at turnaround schools within a two week window during the 2010-2011 school year.</p> <p>The teachers' union supports changes to the school day and school calendar, recognizing that teachers will be compensated at their regular rate of pay.</p>
<b>Capacity Task</b>	<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
<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"> <li>• <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i></li> <li>• <i>Statewide and national postings</i></li> <li>• <i>External networking</i></li> </ul>	<b>X</b>		<p><b>Partnerships as described below</b></p> <p>There are no limitations within IPS restricting principal searches to a designated region. Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated <i>Education Week</i>.</p> <p>IPS has responded to the recommendation made by the fall 2009 AdvanED NCA Accreditation visitation team to have a <i>Leadership Succession Plan</i> for the superintendent, deputy and associate superintendents, assistant superintendents, and principals as <u>described below</u>:</p>

The new IPS Leadership Continuum included three layers:

- LID – Leadership Identification and Development
- Principal/leadership Academy – monthly hands on sessions with aspiring and new principals conducted by current principals and central office leaders

- Principal/Leadership Practitioners – two to four principals are selected to shadow and mentor top district leaders once a week to gain practical experiences and receive leadership coaching experiences as part of Educating Leaders in the Turnaround Era (ELITE) program

The district has entered into a partnership with Teach for American Fellow Group and our first recruit is now in the leadership rank (assistant principal) as of August 2010. The first recruit is attending the *New School Leader Academy* at Princeton University with a combined major study of MBA and Educational Leadership.

Our Superintendent, Dr. Eugene White makes it his top priority to work with Neighboring Marion County districts to identify and recruit new leaders for the Indianapolis Public Schools.

All of this in place, yet we struggle to successfully recruit and retain the caliber of leaders needed to face the professional and personal challenges inherent with leading our highest-need schools.

Just as we have asked our External Provider, Pearson, to examine turnaround teacher selection competencies and hiring procedures, the Associate Superintendent/ Turnaround Officer will extend these conversations to include the turnaround principal. Anticipating the development of a recruiting incentive award, monies are reserved in the proposed SIG budget.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. <i>Turnaround, Transformation Models</i> <ul style="list-style-type: none"> <li>• <i>Principal and staff hiring practices</i></li> <li>• <i>Principal and staff transfer policies/procedures</i></li> <li>• <i>principal and staff recruitment, placement and retention procedures</i></li> </ul>	<b>X</b>		For the 2011-2012 academic year, IPS is entering Phase II of its multi-year plan to implement the Turnaround Model in its highest need schools. District administrators have been monitoring the performance of individuals under consideration as replacement principals for turnaround schools. Competencies were identified as to the skill set needed for successful leadership at a turnaround school.
Capacity Task	Yes	No	District Evidence
15. The timeline is detailed and realistic,	<b>X</b>		<b>Timeline Below</b>

<p>demonstrating the district’s ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> <li>• <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i></li> </ul>		<p>The following timeline details the monthly focus of the proposal for Year One. Year Two and Three will follow a similar path but specific topics for professional development will be dictated by data collected through the Quality Review and School Portfolio process.</p> <p>As part of the collaborative process, Pearson will facilitate the ongoing development of action steps based on SMART goals that are used to monitor and measure the progress of the turnaround at Joyce Kilmer Elementary School.</p> <p>Annually, in collaboration with our External Partner:</p> <ul style="list-style-type: none"> <li>• <b>Key strategies</b> are identified.</li> <li>• <b>Action Steps</b> detail how strategies are to be implemented.</li> </ul>
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**Joyce Kilmer Elementary School  
Turnaround School Implementation Timeline**

*All elements of the turnaround 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)*

<b>Time Period</b>	<b>Objective</b>	<b>Lead and Key Partners</b>
July/August	<p><b>Pearson</b> (external partner) will begin the planning process with the district turnaround officer</p> <p><b>Faculty:</b> Complete hiring of faculty for Kilmer Elementary</p> <ul style="list-style-type: none"> <li>• <b>School Success Coordinator:</b> Hire a certified teacher to oversee student achievement using the 8-Step Process to conduct data conversations throughout the school</li> <li>• <b>Action Based Learning Environment (ABLE ) Teachers:</b> Hire three (3) certified teachers to model Action Based Learning and relieve classroom teachers to permit teacher collaboration and professional development</li> <li>• <b>Differentiated Accountability Coach:</b> Hire certified teacher to serve as instructional coach; update Data Wall; assist facilitation of structured teachers planning time; training of ABLE Teachers</li> <li>• <b>Project Manager:</b> Hire noncertified person to facilitate the timely completion and processing of schedules and paperwork associated with the turnaround</li> <li>• <b>Supplemental Administrator:</b> Hire a certified administrator to work 20 hours per week for 40 weeks to</li> </ul>	<p><b>Dr. Johnson &amp; Pearson Rep.</b></p> <p><b>Ms. Guthrie, Principal</b></p>

<p>conduct teacher observations</p> <ul style="list-style-type: none"> <li>• <b>Technology Specialist:</b> Hire classified IT person to fill this classified position</li> <li>• <b>Project Manager:</b> Hire a full-time non-certified person to oversee schedules, calendars, data reports, and paperwork for the turnaround</li> </ul> <p><b>Leadership Academy:</b> Two (2) day training of Principal and four (4) other school leaders in the Pearson Comprehensive Improvement Model</p> <p><b>Orientation:</b> One (1) day training for Principal, coaches, and School and Community Coordinator in the Pearson Comprehensive Improvement Model</p> <p><b>Literacy Institutes:</b> Three (3) day training of lead teachers and administrators in the reading/writing workshop model</p> <p><b>Math Institutes:</b> Three (3) day training of lead teachers and administrators in the math workshop model</p> <p><b>Staff Retreat:</b> Three (3) days of training for all staff</p> <ul style="list-style-type: none"> <li>• 1 day: vision setting and establishing rituals and routines</li> <li>• 1 day: Behavior Management Training</li> <li>• 1 day: Implementing school-wide Action Based Learning Environment training</li> </ul> <p><b>Getting Started:</b> a 3-day on site visit to gather baseline data, complete Profile, and collaboratively develop Action Plan</p> <p><b>Coaching Institute:</b> Two (2) day training of all coaches: Student Success Coordinator, DA Coach, and principal</p> <p><b>Professional Development:</b> Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p><b>Instructional Leadership Team (ILT) Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Scrimmage Assessments: 3-week cycle</b>  IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Pearson Leadership Trainer</p> <p>Pearson Trainer</p> <p>Pearson Trainers</p> <p>Pearson Trainers</p> <p>Principal and Pearson Trainer  Dr. G. Abati, BMT Consultant  ABL Consultant</p> <p>Pearson Cluster Leader</p> <p>Pearson Trainer</p> <p>Student Success Coordinator</p> <p>Pearson Cluster Leader &amp; Principal</p> <p>DA Coach, Classroom Teachers &amp; Designated  IPS Employees</p> <p>Principal &amp; School/Com. Coord.</p> <p>Principal, DA Coach, School Success Coord. &amp;  Pearson Field Specialists/ Cluster Leader  J. Harrell, Executive Director of EE</p>
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September	<p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>Scrimmage Assessments: 3-week cycle</b> IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Pearson</b> leadership monitoring/coaching site visits three (3) times per month.</p> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</li> <li>• iStation Training and assessment administration</li> <li>• Saturday training supporting integration and use of new technology (Air Slates, clickers, document projectors, voice augmentation systems)</li> </ul> <p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/ Cluster Leader DA Coach, Classroom Teachers &amp; Designated IPS Employees</p> <p>Pearson Cluster Leader</p> <p>Student Success Coordinator</p> <p>iStation Consultant J. McMahon, IT Dept; V. Fox, C&amp;I Accountability Dir.</p> <p>Principal &amp; ILT</p> <p>Principal; School Community Coord.</p> <p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; 1 teacher</p> <p>Principal; School Community Coordinator</p> <p>Executive Director of EE</p>
October	<p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>Diagnostic Assessment #1</b> will be administered by teachers with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Benchmark Assessment #1</b> will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Pearson</b> leadership monitoring/coaching site visits three (3) times per month.</p> <p><b>Principals Network:</b> Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p><b>Professional Development:</b></p>	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/ Cluster Leader Project Manager, DA Coach</p> <p>Project Manager, DA Coach</p> <p>Pearson Cluster Leader</p> <p>Pearson Trainer</p> <p>Student Success Coordinator</p>

	<ul style="list-style-type: none"> <li>Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</li> <li>Peace Learning Center Orientation/Training</li> </ul> <p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Scrimmage Assessments: 3-week cycle</b> IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Peace LC Consultant</p> <p>Principal &amp; ILT</p> <p>DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Principal &amp; School/Com. Coord.</p> <p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; 1 teacher</p> <p>Principal; School Community Coordinator</p> <p>Executive Director of EE</p>
November	<p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>Leadership Academy (day 3):</b> Principal and one other leader attend follow up training as part of Comprehensive Improvement Model</p> <p><b>Pearson</b> leadership monitoring/coaching site visits three (3) times per month.</p> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</li> <li>Peace Learning Center Orientation/Training</li> <li>Literacy Institute (day 4) attended by lead teacher from each grade</li> <li>Math Institute (day 4) attended by lead teacher from grade 3-6</li> </ul> <p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>ACT Out:</b> Theater performance for students addressing conflict</p> <p><b>Scrimmage Assessments: 3-week cycle</b> IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/ Cluster Leader Pearson Trainer</p> <p>Pearson Cluster Leader</p> <p>Student Success Coordinator</p> <p>Peace LC Trainer Pearson trainer Pearson trainer</p> <p>Principal &amp; ILT</p> <p>Peace LC &amp; Principal</p> <p>DA Coach, Project Manager &amp; Designated IPS Employee</p>

	<p><b>Principals Network:</b> Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Pearson Trainer</p> <p>Principal &amp; School/Com. Coord.</p> <p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; 1 teacher</p> <p>Principal &amp; School Community Coord.</p> <p>Executive Director of EE</p>
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December	<p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>Diagnostic Assessment #2</b> will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Pearson</b> leadership monitoring/coaching site visits three (3) times per month.</p> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</li> <li>Peace Learning Center Orientation/Training</li> </ul> <p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Scrimmage Assessments: 3-week cycle</b> IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Faculty Incentive:</b> Teachers evaluated using the Winter/Spring Bonus Rubric and awarded bonus</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/ Cluster Leader Project Manager, DA Coach</p> <p>Pearson Cluster Leader</p> <p>Student Success Coordinator</p> <p>Peace LC Trainer</p> <p>Principal &amp; ILT</p> <p>DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Principal &amp; School/Com. Coord.</p> <p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; 1 teacher</p> <p>Principal &amp; School Community Coordinator</p> <p>Principal &amp; Associate Supt./ Turnaround Officer Executive Director of EE</p>
January	-	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/</p> <p>Pearson Cluster Leader &amp; ILT</p> <p>Pearson Cluster Leader</p> <p>Student Success Coordinator</p> <p>Peace LC Trainer</p>

	<p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Scrimmage Assessments: 3-week cycle</b>  IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Principals Network:</b> Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Principal &amp; ILT</p> <p>DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Pearson Trainer</p> <p>Principal &amp; School/Com. Coord.</p> <p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; 1 teacher</p> <p>Principal; School Community Coordinator</p> <p>Executive Director of EE</p>
February	<p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>Benchmark Assessment #3</b> will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Pearson</b> leadership monitoring/coaching site visits three (3) times per month.</p> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</li> <li>1 day: iStation follow up-training</li> </ul> <p><b>Peace Learning Center:</b> Student workshops in each classroom</p> <p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Scrimmage Assessments: 3-week cycle</b>  IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Principals Network:</b> Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p>	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/ Cluster Leader  DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Pearson Cluster Leader</p> <p>Student Success Coordinator</p> <p>iStation consultant</p> <p>Peace LC Trainer</p> <p>Principal &amp; ILT</p> <p>DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Pearson Trainer</p> <p>Principal &amp; School/Com. Coord.</p>

	<p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; 1 teacher</p> <p>Principal; School Community Coordinator</p> <p>Executive Director of EE</p>
March	<p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>ISTEP+ Writing Assessment (March/April)</b> will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p> <p><b>Pearson</b> leadership monitoring/coaching site visits three (3) times per month.</p> <p><b>Professional Development:</b> Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p><b>Peace Learning Center:</b> Student workshops in each classroom</p> <p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Scrimmage Assessments: 3-week cycle</b> IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Principals Network:</b> Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/ Cluster Leader Project Manager &amp; Principal</p> <p>Pearson Cluster Leader</p> <p>Student Success Coordinator</p> <p>Peace LC Trainer</p> <p>Principal &amp; ILT</p> <p>Project Manager, DA Coach, Designated IPS Employee</p> <p>Pearson Trainer</p> <p>Principal &amp; School/Com. Coord.</p> <p>School Success Coordinator &amp; Principal</p> <p>Ms. Guthrie, Principal &amp; 1 teacher</p> <p>Principal &amp; School/Com. Coord.</p> <p>Executive Director of EE</p>
April	<p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field</p>	<p>Principal, DA Coach, School Success Coord. &amp;</p>

		<p>Pearson Field Specialists/ Cluster Leader  DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Pearson Cluster Leader</p> <p>Pearson Trainer</p> <p>DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Student Success Coordinator</p> <p>Pearson field specialist  Pearson field specialist</p> <p>Pearson LT Advisor</p> <p>Peace LC Trainer</p> <p>Principal &amp; ILT</p> <p>DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Principal &amp; School/Com. Coord.</p> <p>Principal &amp; School/Com. Coord.</p> <p>Peace LC &amp; Principal</p> <p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; 1 teacher</p> <p>Principal; School Community Coordinator</p> <p>Executive Director of EE</p>
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<p>May</p>	<p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p> <p><b>Coaching/Modeling/Monitoring:</b> Daily coaching/modeling by Pearson trained coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Focus Walks</p> <p><b>Diagnostic Assessment #4</b> will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p><b>Pearson</b> leadership monitoring/coaching site visits three (3) times per month.</p> <p><b>Principals Network:</b> Principal and one other school leader will attend regional meeting with other turnaround leaders six (6) times a year.</p> <p><b>Professional Development:</b> Weekly job-embedded PD for teachers that will focus on Literacy/Math Workshops, data-based planning, differentiated instruction, and/or technology training</p> <p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Instructional Leadership Team (ILT):</b> Identify teacher leaders to serve on facilitators for Learning Teams (LT) and act as the ILT</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>Extended Time Learning:</b> Use assessment data for planning and implementation of extended time learning.</p> <p><b>Washington DC Trip:</b> Student incentive travel</p> <p><b>Saturday Writing Camp:</b> Invited students (based on data) participate in an interactive writing intervention.</p> <p><b>Parent Workshop:</b> Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p><b>Financial Incentives:</b> Calculate financial incentives based on teacher performance and student achievement</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p>	<p>Principal, DA Coach, School Success Coord. &amp; Pearson Field Specialists/ Cluster Leader DA Coach, Project Manager &amp; Designated IPS Employee</p> <p>Pearson Cluster Leader</p> <p>Pearson Trainer</p> <p>Student Success Coordinator</p> <p>Principal &amp; ILT</p> <p>Principal and Pearson LT Advisor</p> <p>Principal &amp; School/Com. Coord.</p> <p>School Success Coordinator &amp; Principal</p> <p>Principal &amp; ILT</p> <p>Principal &amp; 1 teacher</p> <p>Principal; School Community Coordinator</p> <p>Principal &amp; Dr. Johnson, Turnaround Officer Executive Director of EE</p>
<p>June/Summer</p>	<p><b>ILT Meetings:</b> Meets weekly to monitor the progress of the turnaround</p> <p><b>Quality Review:</b> ILT presents developing school portfolio to school community to show evidence of progress.</p> <p><b>Community Council:</b> Meets monthly to oversee and champion turnaround</p> <p><b>LT Leadership Institute:</b> A two-day training for all ILT members to introduce the Learning Teams model.</p> <p><b>Turnaround Office (TO) Monitoring:</b> Weekly visits from IPS TO/C &amp; I</p> <p><b>Family Retreat:</b> Principal will lead families in a workshop that will allow parents and community members to</p>	<p>Pearson Cluster Leader and ILT</p> <p>Pearson Cluster Leader &amp; ILT</p> <p>Principal &amp; School/Com. Coord.</p> <p>Pearson LT Advisor</p> <p>Executive Director of EE</p> <p>Principal &amp; School/Com. Coord.</p>

	participate in the school's vision setting, encouraging commitment to support the turnaround initiative.		
	Summer Session: 4 week IPS directed initiative		IPS Designee
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"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <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></li> </ul>	X		<p><b>Director of Turnaround Resume &amp;/or Executive Director of Elementary Education</b></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>A new Turnaround Office has been created at the IPS District Office and is supported by the Curriculum &amp; Instruction Division. The Executive Director of Elementary Education will direct and oversee Joyce Kilmer Elementary with onsite visitation each week to monitor and support initiative implementation.</p>

IPS demonstrated commitment to improving student achievement by adding an Associate Superintendent of Curriculum and Instruction and Accountability position in January 2009 to guide the school improvement effort.

The Associate Superintendent's support for the schools includes Math, Literacy, Social Studies, and Science Content Directors; Art, Music, and PE curriculum supervisors; and various curriculum facilitators. In addition, IPS has recently hired an ESL specialist and a Special Education Specialist to work exclusively with our seven (7) turnaround schools.

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 two thousand teachers since its opening.

- Theresa Morris, Math Director, was the regional director of Project Seed. She has a rich background with research-based strategies and program implementation.
- Donna Walker, Literacy Director, was a very successful Language Art teacher, a supervisor of Special Education—leading and managing major initiatives. She is frequently called upon as a national presenter, by the Council for Greater City Schools and the

International Reading Association, based on her expertise on improvement in Literacy. She also has a rich background with research-based strategies and program implementation.

- 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.

The district will provide Kilmer with pacing guides and rich and timely formative data so that focused teaching and intervention ensures all students are mastering standards-based targets.

Capacity Task	Yes	No	District Evidence
<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"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>	<b>X</b>		<p><b>Table provided above</b></p> <p>The table provided in response to Capacity Task #9 is evidence that the school community has been purposefully engaged multiple times in the development of our plan for turnaround.</p> <p>Specifically, meetings were held with the school community on the following dates:            March 21, 23            April 4, 7, 12            May 12</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"> <li>• <i>Title I</i></li> <li>• <i>Title II</i></li> <li>• <i>Title III</i></li> <li>• <i>IDEA</i></li> </ul>	<b>X</b>		<p><b>Table Below</b></p> <p>The following table illustrates the alignment of federal, state, and local funding sources with grant activities.</p>

- E-Rate
- TAP

**Joyce Kilmer Elementary School**  
**Turnaround Alignment Funding**

DESIGN TASK	RESOURCE/ INTERVENTION	FUNDING SOURCE	
<b>Design Task 1: Standards and Assessments</b>	District <i>Scrimmages &amp; Diagnostics</i>	General Fund	
	Student Success Coordinator	SIG Grant	
	Differentiated Accountability Coach (DA Coach)	SIG Grant	
<b>Design Task 2: Aligned Instructional Systems</b>	Pearson Safety Net Programs (Navigator, Ramp-Up, etc.)	SIG Grant	
	Technology Support <ul style="list-style-type: none"> <li>• iPads</li> <li>• Air Slates</li> <li>• Document Projectors</li> <li>• Clickers</li> <li>• AV Set</li> <li>• Study Island</li> </ul>	SIG Grant	
	Professional Development	SIG Grant	
	Technology Support <ul style="list-style-type: none"> <li>• iStation</li> </ul>	Special Education Accounts	
	Extended Learning Time	SIG Grant	
	Summer Sessions	Title I	
	Intersessions	Title I	
	<b>Design Task 3: High-</b>	District Turnaround Officer	IPS-General Fund
		Director of Turnaround Schools	IPS-General Fund

<b>Performance Leadership, Management, and Organization</b>	Project Manager (half-time position)	SIG Grant
	Supplemental Administrator	SIG Grant
	Leadership Academy	SIG Grant
	Pearson Cluster Leader	SIG Grant
	PD 360 & Observation 360	SIG Grant
	Pearson Leadership Networks	SIG Grant
	Behavior Management and Positive Behavior Interventions & Support Training	SIG Grant
	Future Leaders	SIG Grant
	Technology Specialist	SIG Grant
	Summer Staff Retreat	SIG Grant
	IPS Turnaround Office-Instructional Support	Title I
	Network opportunities for Principal	SIG Grant
<b>Design Task 4: Professional Learning Communities</b>	Instructional Leadership Team (ILT)	SIG Grant
	Learning Teams	SIG Grant
	ABLE Teachers (3 FTE Certified Position)	SIG Grant
	Action Based Learning Coach (one day per week)	SIG Grant
<b>Design Task 5: Parent/Guardian and Community Engagement</b>	School Community Coordinator	Title I
	Community Council	District
	Parent Academy	SIG Grant
	Parent Resource Center	IUPUI

	25 Books (Million Words) Campaign, principal's Book of the Month, and Home-School Notebooks			SIG Grant
	Family Retreat and other Events			SIG Grant
	Peace Learning Center			SIG Grant
	School Nurse & Community Coordinator			IUPUI
Capacity Task	Yes	No	District Evidence	
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> </ul> </li> </ul>	<b>X</b>		<p><b>Expanded Learning Time as described below.</b></p> <p>IPS has recently changed its school calendar to permit Intersessions after the first and third nine-week quarters. These Intersessions will be ideal for providing intensive interventions to Tier 2 and 3 students needing extra time and instruction to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. Other students may use these three weeks of Intersessions for enrichment and extended application of content under study. IPS will also provide a four week Summer Session.</p> <p>As a turnaround school, Joyce Kilmer Elementary will extend learning time for students. Using SIG funding, we will add <b>two additional hours, four days per week</b> to the school day.</p> <p>An intensive two-hour Saturday Writing Camp will be offered six times each semester.</p> <p>Certified teachers will receive compensation for providing instruction during extended time learning through SIG funding.</p>	

<ul style="list-style-type: none"> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>			
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**Year Round Learning**

The district has changed the school calendar so that students attend in nine-week blocks that are followed by Intersessions which will allow Kilmer students to continue learning year round. Thus, our school calendar will include:

9 Week Quarter    2 Week Intersession    9 Week Quarter    Holiday Break    9 Week Quarter    1 Week Intersession    9 Week Quarter    4 Week Summer Session

**Extended-Time Learning**

Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as a turnaround school, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students’ learning and readiness for middle school, high school, high school graduation, post-secondary opportunities, and careers.

Using SIG funding, we will offer all students more time for learning by adding **two hours** to the school day. Staffed by **certified teachers**, Extended-Time Learning will offer instructional support for **36 weeks, Monday through Thursday**, from 3:40-5:40 throughout the school year. An **after-school bus** (beyond the district-provided transportation at the end of the school day) will be provided so that all students will be able to **receive the tiered support** offered through extended time.

Instruction will be provided in **core academic subjects** by **certified** teachers, and approaches will vary according to student needs. Across the school year, the teacher data meetings will be held after formative assessments (3-week *Scrimmages*, 9-week *Diagnostics*). Analyses of the formative test results will reveal learning gaps, as will classroom performance and other indicators. Extended-time teachers will be able to target needs and provide the necessary support. **IStation** and **Study Island** (beginning Year 2) will be important tools for many students. Some students will work in small groups with a teacher, while others will receive one-on-one assistance.

**Saturday Writing Camps** will be an invitation only affair where the principal and another teacher will select students for intensive writing instruction based on data from formative assessment. A limit of 20 students will participate in these camps held six times each semester.

Some past efforts to improve student achievement have resulted in the elimination of enrichment activities. In particular, the students least likely to have access to enrichment activities beyond school, especially students in poverty, have been the students most likely to lose access to such activities as a normal part of their schooling in order to devote time to instructional supports. This not only narrows the curriculum and students' experience, it is also frequently counter-productive because it denies students access to the very activities that might spark their interest in learning, build their commitment to success, connect them to the resources available in their communities, and allow them to explore and develop interests that may lead them to career goals and plans.

Pearson advocates the inclusion of enrichment activities for all students, recognizing that this too has implications for the length of the school day and year, and for the ways in which the core instructional program, as well as the Tier 2 and Tier 3 instructional interventions, are organized as part of the school's comprehensive program. Pearson will work with Joyce Kilmer Elementary to develop master schedules and staffing plans that provide time for enrichment activities for all students.

## 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 2011-12*.
- 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.

	<b>Description of how this commitment was or will be completed</b>
<p><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><b><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></b></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>IPS is committed to helping Joyce Kilmer Elementary School implement a turnaround model that will ensure all students learn. Our needs assessment determined that personnel changes, operational flexibility, and tiered instructional support would best be delivered through the Turnaround Model. We realize that Joyce Kilmer Elementary requires an on-site presence that includes the modeling and monitoring of research-based intervention strategies to successful meet the needs of all students.</p> <p>Our commitment is exemplified by our assistance in selecting an External Provider with an exemplary track record of success. Collaboratively, we analyzed needs at Joyce Kilmer Elementary and agree that applying the Pearson Comprehensive Improvement Model will allow Joyce Kilmer Elementary to successful create a learning environment where all students, especially those with special needs, can be supported to achieve a rigorous education.</p> <p>Great organizational flexibility and support has been given to Joyce Kilmer Elementary by the district. By allowing the new principal to hand-select all staff, restructure committees, and be relieved of some of the typical principal responsibilities because of her turnaround status, and equipped with the newly created <i>Scrimmages</i>, <i>Diagnostics</i>, and data reports provided through the IPS data warehouse, we believe the Joyce Kilmer Elementary School community can use data at weekly data meetings to plan instruction that will assist them in meeting their goals. These same data will be closely monitored by our Turnaround Office.</p>

The beginning of Joyce Kilmer Elementary as a turnaround school is well aligned to the districts creation of standards-based formative assessments. Joyce Kilmer Elementary faculty can now receive rich and timely data to inform instruction, identify students in need of intervention, and assist in helping these students become self directed learners.

This SIG grant will supply Joyce Kilmer Elementary with state-of-the-art technology including iPads, Air Slates, document projectors, and more in all classrooms.

IPS will receive feedback of the progress of Kilmer's turnaround in a number of ways:

- The Executive Director of Elementary Education or her designee will visit Joyce Kilmer Elementary on a weekly basis, perform Focus Walks, and personally assess Joyce Kilmer's turnaround. She will examine the school's data walls for timely data and review summaries of data meetings that identify school/teacher/student weaknesses so that she may personally see strategies employed to correct these weaknesses. Her findings will be shared with the Turnaround Officer and the principal in a timely manner.
- Pearson, our External Provider, will use outcome-based expectations to help IPS and Joyce Kilmer Elementary monitor its goals and design additional strategies for reaching them. Their model includes 120 days of on-site support that will be used in a manner that is collaboratively agreed upon, based on the specific needs of Joyce Kilmer Elementary students and staff. Pearson will also support district leadership and provide reports of Joyce Kilmer Elementary progress. Collaboratively, Pearson will help Joyce Kilmer Elementary revise schedules, adjust goals, and expand its timeline to ensure a cycle of continuous improvement.
- Data meetings will allow a variety of stakeholders to practice knowledge driven decision making to dictate professional development needs and initiative direction.
  - The **Community Council**, composed of family and community representatives, will meet **monthly** to review summative data on ISTEP+, *IPS Scrimmages & Diagnostics*, identify and remove barriers to current initiatives, and celebrate successes.
  - The **Instructional Leadership Team**, composed of the school leaders, coaches,

	<p>and School and Community Coordinator, will meet <b>weekly</b> to review data from Pearson screeners, IPS <i>Scrimmages &amp; Diagnostics</i>, and ISTEP+ data to determine school wide professional development and monitor the initiatives in place</p> <ul style="list-style-type: none"> <li>○ <b>Teachers</b> will meet by grade level each <b>week</b> to review these same data sources and have data conversations with the Student Success Coordinator to learn to utilize these data to plan instruction that meets the needs of all learners.</li> <li>○ <b>IPS</b> will monitor these data conversations and initiatives through its Turnaround Office and on site <b>weekly</b> presence of Joan Harrell, Executive Director of Elementary Education or her designee.</li> </ul> <p>A Project Manager will assist Joyce Kilmer Elementary to submit all data/forms to IPS, IDOE, and/or USDE in accordance to their timelines and mandates. The Project Manager will regularly ensure that documentation of meetings and communications are captured, organized, and preserved.</p>
	<p><b>Description of how this commitment was or will be completed</b></p>
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and</p>	<p><b>Finding a Partner</b>  Various providers, identified as leaders in school reform, were researched, contacted and—in multiple cases—interviewed by telephone. As potential providers emerged, a good deal of time was spent investigating further. Entities previously served by providers were contacted to ascertain their perceptions of provider strengths and “lessons learned.” Evidence of impact was requested and provided by recipient districts. Each conversation helped us to further crystallize what we required from our external provider.</p> <p>Our failure to adequately meet student instructional needs—particularly students with special needs, requires expertise for improving staff performance, particularly in the area of <b>tiered intervention</b>. Further, as discovered through our investigations, we needed a partner with the willingness and capacity to routinely partner with us <i>onsite</i>. Most importantly, while provider assessment of need would be inevitable with any provider, we needed a partner that would provide diagnostic support—while simultaneously moving forward to address immediate leadership and staffing needs.</p>

documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;

(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;

(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of

We found these qualifications, and more, in our selected external provider, **Pearson**. Pearson has a rich tradition of helping educators, schools, and school systems. They recognize that reforming schools that are failing to meet their academic accountabilities is challenging and complicated work and have learned that it takes a locally based, on-site team, who are highly trained, skilled and experienced educators, combined with unique intellectual property and tools to help improve instruction, leadership, and ultimately student achievement. Their team will be dedicated to build our internal capacity to achieve significant results and ensure continuous improvement while building sustained capacity to meet AYP targets.

## Ensuring Success

Pearson team members have come alongside IPS to support Joyce Kilmer Elementary stakeholders as they collaborate for school improvement through this grant application and stand ready to provide the key services described below.

The scope of work and efficacy of the Pearson model is also described in a summative fashion.

progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	
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## **GETTING STARTED PHASE**

The Getting Started phase involves a deeper analysis of what the district is already doing to prepare all students for college and career readiness in grades K-12.

A team of three veteran educators will spend two days meeting with district and school-level officials and visiting our Turnaround Schools and the district. The team follows a set of protocols in its interviews and analysis. The purpose of the visit is to create a district profile that will look at the work the district is currently doing in relation to the initiative's College and Career Readiness framework. A report (**District Profile**) will be generated and shared with the superintendent and cabinet that will inform services in Year One.

In addition, this phase includes meetings with school leadership teams from the participating schools and with English language arts and math personnel from each school regarding the work for the coming school year. Planning for summer training, the identification of students for tiered interventions and adjustments in the master schedule will also be addressed with school leaders and staff during the visit.

## **PROPOSED SCOPE OF WORK**

### **DISTRICT PARTNERSHIP**

#### District Leadership

The superintendent and cabinet will participate in a two-day retreat focusing on implementation of the Pearson Comprehensive Improvement Model initiative, based on the District Profile. During the year, the superintendent and cabinet will be involved in a seminar series of four sessions that will focus on key topics related to the initiative, including defining rigor, making tiered interventions work, and using student results to guide instructional decision-making.

The superintendent and at least one other cabinet-level person will join a network of Pearson Model districts in a national meeting to share progress, problem solve and focus on key leadership issues during the school year.

## TARGETED SCHOOL SERVICES

### Leadership Academies and Networks

The Principal and four members of the school leadership team will attend a Leadership Academy designed to orient them to the Comprehensive Improvement Model. The **Leadership Academy** will introduce the Model and describe the leadership skills needed to create a standards-based school. Participants will be introduced to implementation rubrics that serve as the basis for Quality Reviews each year. The Principal, as instructional leader, will learn how to:

- make effective classroom visits
- monitor the implementation of the Pearson literacy and mathematics tiered intervention programs
- analyze data and provide useful feedback to teachers
- provide leadership and direction for the Leadership Team

A follow-up **two-day session** will be held mid-year for the principal and a member of the Leadership Team. They will also attend a series of **six networks** during the year that will focus on implementation issues, problem solving and key leadership content, including:

- *Defining Rigor*: How to judge whether a particular piece of student work meets the standard and thinking about what it takes to help students produce such work
- *Literacy*: Implementation of the literacy program in the primary and upper elementary grades, the use of a literacy assessment in planning for instruction, and launching and delivering the 25 Books Campaign and the Book-of-the Month program; and implementation of the Literacy Navigator program.
- *Mathematics*: Utilizing the Math Workshop format; implementing Teacher Specialists in the upper elementary grades; and implementing the Mathematics Navigator program.
- *Tiered Intervention*: How to assess students and place appropriately to get them in interventions
- *Professional Learning Communities*: Holding all Staff Meetings, Study Groups and Teacher Meetings that foster professional growth and development.
- *Organizational Structures and Scheduling*: Planning for Class Teacher and Teacher Specialists, and developing schedules that support the literacy and math blocks, as well as time for teachers to meet and analyze student work.

### Literacy Institutes

Literacy Institutes provide intensive **training in the development of literacy in young children and on how to implement a standards-based English language arts program** across the school. The Literacy Institutes emphasize the utilization of effective strategies for skills development, language experience, teaching reading and teaching writing. There will also be a focus on Readers and Writers Workshop structures and **procedures that support focused teaching** to meet assessed student needs. Genre Studies will be introduced. The participating teachers will be expected to implement a demonstration classroom, with the assistance of the Coaches, for on-site training at

their school site. The Coaches, working closely with the demonstration classroom teachers, will train the teachers utilizing this demonstration classroom.

Staff who will deliver Literacy Navigator, an intervention and instructional program for upper elementary students who struggle with comprehension of informational text, will receive training in the effective implementation of that program. This Tier 2 intervention program is built around science content.

### **Mathematics Institutes**

The Math Institutes provide training in the Mathematics Workshop structures, the Pearson Comprehensive Improvement approach to teaching mathematics, a **focus on standards**, and how to plan to **implement appropriate safety nets**. Lead teachers attend the Math Institute. The Math Institutes will provide practice in specific elements of the Pearson Comprehensive Improvement Model's approach to teaching mathematics, which incorporates building basic skills, problem solving and conceptual understanding in mathematics.

Staff who will deliver Mathematics Navigator, a Tier 2 mathematics intervention and instructional program that provides the necessary tools for students to be successful in their regular mathematics course, will receive training in the effective implementation of the program. We are recommending implementation of the Pearson's Ramp-Up to Pre-Algebra for all sixth graders at Joyce Kilmer Elementary. At least one sixth-grade teacher will attend this training.

### **Training for Coaches**

The **Coaching Institute** is designed to improve the skills of school-based coaches who will support successful implementation of the Pearson's Comprehensive Improvement Model. Coaches will also attend the Literacy and Math Institutes. The goal of this training is to build the district's capacity to continue the effective implementation of the strategies and practices learned through the Pearson model.

### **On-Site Technical Assistance**

Joyce Kilmer Elementary will be assigned a **Cluster Leader** who will manage the delivery of services to the school. Joyce Kilmer Elementary will receive **120 days** of intensive on-site technical assistance and coaching over the course of each school year from the Cluster Leader and/or field service specialists in order to address Joyce Kilmer's specific needs.

### **Effectiveness of the Pearson Comprehensive Improvement Model**

This program has helped over 2,000 schools across the country. The design boasts improved student achievement, higher test scores, increased graduation rates, fewer discipline problems, and more effective leadership and teaching.

### **State Results**

- After just one year working with the lowest performing school across the state, [Arkansas](#) elementary students **outpaced state gains in proficiency in both literacy and mathematics**.
- Over four years, average annual growth in 30 middle schools in [Georgia](#) exceeded state growth in both English language arts and mathematics. “Georgia’s Choice” has yielded **long-term, statewide results**—and has met the Georgia Department of Education’s challenge to get at least 50 percent of students to proficiency on a new state test within three years.
- In [Hawaii](#), schools using this approach have made **steady growth in proficiency over five years** in both literacy and mathematics. Three schools that had been in restructuring met AYP for the first time.
- Over three years, elementary, middle, and high schools in [Mississippi](#) using this Model **exceeded the state growth rate in reading, language, and mathematics**. Eight of the first 40 schools identified as the lowest performing in the state exited the “priority” list after just one year as America’s Choice (a component of Pearson CIM) schools.

### **District Results**

- Schools in [Rochester, NY](#), made **substantial long-term gains in student achievement**, particularly for low-performing and minority students, on state tests and other nationally normed measures. The results come from an **independent, comprehensive, longitudinal study**.
- Over seven years, schools in [New York City](#) topped state gains in English language arts and mathematics. Elementary students in almost 40 of the toughest schools in the district **exceeded state gains annually and cumulatively**.
- After just one year of implementation, three [Chicago](#) K–8 schools made the city’s “**top 50 gainers**” list for composite increases on the state test.
- [Niagara Falls, NY](#), is **closing the gap with the state** with district wide results on the state’s English language arts assessment.
- [Duval County, FL](#), implementation is in more than a third of its 160-plus schools. The district made steady growth in reading and mathematics—and was **recognized by the state for the highest increase in “A”-rated schools**.

### **School Results**

- [William E. Doar Jr. Public Charter School for the Performing Arts](#) in Washington, DC, selected this model when it opened in 2004. In a struggling district, the school **made AYP for the first time** in its third year of operation.

- In two years implementing this model, [Chattooga High School](#) in rural Georgia **increased its graduation rate by 20 percent and improved student performance in all subjects on graduation tests**. The school also made AYP and improved results substantially for students with disabilities.

America’s Choice, a core component of Pearson’s Comprehensive Improvement Model, is one of the most effective and highly regarded K-12 internationally benchmarked, research-based school reform companies in the US.

Much of the design is based on research on the effective education practices of more than 20 countries with strong track records of educating all students to high levels. That research, conducted by the National Center on Education and the Economy over many years, was translated into instructional materials aligned to standards, **safety net programs** to help students who are struggling to get back on track for meeting standards, and extensive professional development and coaching for teachers and principals. This program has supported more than 2000 schools in 38 states to plan and implement a standards-based system.

Last year, a landmark study of school improvement (“School Improvement by Design,” link: <http://bit.ly/70J539> ) released by the Consortium for Policy Research in Education reported that the Pearson America’s Choice programs performed significantly better than their major competitors in the field, and the study’s researchers stated, “Students in America’s Choice schools grew at a **significantly faster rate** than students in comparison schools and faster than students in all other schools.”

	<b>Description of how this commitment was or will be completed</b>
<b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).	
<p><b>The IDOE will assess the LEA’s commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</b></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential</p>	<p>In response to a number of IPS schools failing to meet AYP, IPS has established a Turnaround Office at the District Office to assist schools in turnaround. This office provides powerful support and direction for these schools including:</p> <p>Turnaround Officer: Dr. Li-Yen Johnson, Associate Superintendent            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 Joyce Kilmer Elementary School. She, or her designee, will be onsite at Joyce Kilmer Elementary at</p>

least once a week to closely review formative data and regularly conduct Focus Walks to see for herself effects of the turnaround initiative.

The chart below illustrates IPS alignment of SIG funding for Joyce Kilmer Elementary with other resources.

In addition, as part of our External Provider's Getting Started Phase, a Pearson team spends three days onsite conducting interviews with school and district staff, and with community stakeholders to go deeper into the information collected. These meetings are intended as frank and open discussions about strengths and challenges. Topics incorporated into these discussions include the following:

- The culture, practices, and attitudes around students' achievement of college and career readiness
- Uses of assessment in the system
- Core curriculum and supporting instructional materials
- Safety net programs to help academically at-risk students
- Efforts to address levels of motivation and discipline among students
- Professional development for teachers and leaders
- Any other institutional supports to establish and sustain the system
- How parents and the community are engaged in the school

The team conducts Focus Walks to study and learn about the school in operation. They follow a protocol and focus on programs and practices relevant to the alignment and coherence of the school's curriculum and systems for monitoring and supporting students' growth. Each school visit 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, graduation requirements, textbooks, assessment systems, scheduling, and supports for special populations.

Part of our information gathering focuses on school budgeting, paying particular attention to the various federal funding streams. They look at the distribution of professional development funds (during the school year, after school, and over the summer) and review all of the sources of funds to support the school, including Title I funds distribution, and funds that follow particular

	students. As they learn about instructional programming, they also note any duplication or gaps that may need to be addressed.
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Element of the Intervention	Intervention	Resource
<b>Federal Resources</b>		
<p>Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards</p> <p><b>School Community Coordinator:</b> Reaches out to families and community members to support school improvement</p>	Turnaround	<b>Title I, Part A</b> - regular and stimulus funds (schoolwide or targeted assistance programs)
<p><b>Pearson Comprehensive Improvement Model:</b> Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded PD and leadership training</p> <p><b>School Success Coordinator &amp; Differentiated Accountability Coach:</b> Onsite coaching and facilitation of collaborative data use</p> <p><b>Supplementary Administrator:</b> Assist with teacher observations/reflections/feedback</p> <p><b>IT Specialist:</b> Integrating technology &amp; troubleshooting</p> <p><b>ABLE Teachers:</b> Relieve teachers to permit data analysis, collaborative planning &amp; PD</p> <p><b>ABL Coach:</b> Provide teacher training (1 day @ week)</p> <p><b>Project Manager:</b> Complete schedules/paperwork for all elements of Turnaround in a timely fashion</p> <p><b>Future Leaders:</b> 40 hours of PD for 2 educators</p> <p><b>Pearson Learning Teams:</b> Collaborative PD &amp; leadership training</p> <p><b>Financial Incentives:</b> Bonuses based on student achievement data and performance</p> <p><b>Extended Time Learning:</b> Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending ETL</p> <p><b>Student/Family Incentives:</b> Funds to provide motivational items/events for students and families</p> <p><b>Technology Enhancement:</b> Document Projectors, iPads (6 per classroom), Air Slates (2 per classroom), Study Island</p>	Turnaround	<b>1003(a)</b> School Improvement Grant - AYP funds

<b>ABL Supplies:</b> Materials to support an Action Based Learning environment <b>Intervention Materials:</b> Consumable materials for tiered intervention (Navigator, Ramp Up, etc.) <b>Travel Budget:</b> Permit principal to observe other successful Turnaround Schools and network with other Turnaround Principals		
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround	<b>Title II, Part A</b>
<b>State Resources</b>		
<b>Formative Assessments/Pacing Guides:</b> Scrimmages and Diagnostics with accompanying reports <b>IPS Data Warehouse:</b> System for retaining, analyzing, and distributing records	Turnaround	District
<b>Technology Enhancements:</b> Updated wiring to support wireless technology at Joyce Kilmer Elementary	Turnaround	District
<b>Technology Enhancements:</b> IStation reading intervention	Turnaround	Special Education Accounts
<b>School Nurse &amp; Community Coordinator</b>	Turnaround	IUPUI
<b>IPS Turnaround Office:</b> Support, monitoring, and direction for turnaround schools	Turnaround	District-General Fund

	Description of how this action was or will be completed
<b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b>	

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

- (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;
- (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and
- (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:
  - (i) school administrator and staff hiring practices;
  - (ii) school administrator and staff transfer procedures;
  - (iii) school administrator and staff dismissal procedures;
  - (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

### **Turnaround Officer**

A designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.

To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. During the 2010-11 school year, Associate Superintendent, Dr. Li-Yen Johnson, began serving as the IPS Turnaround Officer. Giving turnaround principals direct reporting authority to her provides relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—will give turnaround principals the authority to **remove ineffective teachers** (across the school year) and the Turnaround Officer will enable the responsive action needed to enact necessary changes.

The Turnaround Officer is already working with turnaround principals at two IPS high schools. Each was given the authority to implement staffing adjustment needs, including the removal of three (of four) special education teachers, effective immediately.

**Financial incentives** for leaders and staff at turnaround 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.

Throughout the SIG grant period, the Turnaround Officer will work closely with

the Executive Director of Elementary Education and the External Provider, Pearson, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically increase student achievement.

Dr. Li-Yen Johnson's resume is provided in the attached *Appendices* document.

Evaluation procedures for school administrator and staff are predominately based on school and student performance at IPS turnaround schools. They are more completely described below. **Turnaround Officer**

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**Teachers**

In 2007, **Indianapolis Public Schools** adopted an *evidenced-based teacher evaluation model*, based on the work of Charlotte Danielson. This model focuses attention on four domains of teacher supervision and evaluation: *Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment, and Teacher Professional Obligations*.

Teachers with less than five years of experience in the district are evaluated annually with weekly walkthroughs, monthly informal observations, and one required formal observation per semester. Teachers with more than five years are placed on a four year cycle for summative evaluation.

**The district will modify its practices and policies to enable the full and effective implementation of the turnaround school model in the following ways.**

Turnaround principals will conduct weekly walkthroughs, monthly informal observations, and **annually evaluate all instructional teachers**, differentiating performance across four rating categories.

The evaluation tool has two components:

- **Part I** is based on **student performance** (weighted at **51 percent**).

To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)

- **Part II** is based on **teacher proficiencies** (weighted at **49 percent**). Four domains of performance, based on Charlotte Danielson's **A Framework for Teaching**, 2<sup>nd</sup> Edition, Evaluate Teachers' Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.

Evaluation ratings **distinguish levels** of effectiveness as: Unsatisfactory, Basic, Proficient, and Distinguished. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.

### **Staff**

**Classified staff** will also have opportunity for financial incentive. The principal will evaluate staff members twice a year using a rubric with seven categories: Leadership and/or Leadership Development, Job Knowledge and Skills Improvement, Communication, Supervision and/or Discipline of Students, Team Participation, Planning and Preparation, Parent and Community Relations.

### **Flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.**

- Turnaround principals have broader authority and flexibility in filling vacancies and are **not bound by current IPS Human Resources Processes** in placement of **displaced teachers**.
- Vacancies in the turnaround schools will go through a **Posting Process** (flexibility unlike traditional IPS schools) to allow us to attract the best and the brightest.
- A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher **removal decisions in one or two weeks**.

- Turnaround principals will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.

The Turnaround Officer has given all turnaround principals the authority to select (not be assigned) staff for all positions.

- A newly-created **three-member district administrative evaluation team** collects teacher effectiveness data for the Turnaround Officer and the Executive Director of Elementary Education. The evaluation team is comprised of individuals who worked to design the new performance evaluations. Classroom observations will be conducted—using a three-tiered system that identifies those teachers who are highly-effective, those who have promise but some gaps needing support within a defined period of intervention, and those who are ineffective. This “second set of eyes” will support the principal’s efforts to ensure that turnaround staff is highly effective and supported through professional development.
- Across the school year, turnaround principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from Joyce Kilmer Elementary within two weeks.
- The Turnaround Officer will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional protocols in place for non-turnaround schools.

**Existing needs identified by district leadership** prompt two identified tasks to further support turnaround efforts and ability to accomplish the changes needed for dramatically increasing student achievement and graduation rates:

- Pearson will support school leadership’s work to examine and refine the **competencies, strategies and selection processes** currently used to identify new instructional staff. Revisions reflecting those competencies needed for the challenging work of turnaround schools will be determined and used as turnaround leaders strive to increase school capacity.
- Pearson will support the turnaround principal and its Associate Superintendent/Turnaround Officer to develop and implement a **recruitment bonus initiative**, sufficiently-enticing to **attract and retain** highly-qualified instructional staff into the turnaround school (funds set aside in the proposed budget, Personnel Costs).
- **Monthly discussions** between the Associate Superintendent/Turnaround Officer and Pearson 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.

## **Principal Evaluation Process**

Indianapolis Public School elementary principals are evaluated with a summative evaluation process each year by the Executive Director for Elementary Education. Turnaround principals will be annually evaluated by the Associate Superintendent of Curriculum/Instruction/Accountability (Turnaround Officer) with an intentional (formative) nine-week performance review. Weekly walkthrough observations and data checks will be done by the Turnaround Office staff to collect real-time evidence.

The turnaround principal evaluation will be performance-base driven, giving at least **51 percent** of the weight to the **performance of the turnaround school** (unlike traditional IPS elementary schools, weighted at 20 percent). To earn the maximum award, 75 percent of students must demonstrate proficiency (Pass) in multiple achievement categories, i.e., ISTEP+. The remaining **49 percent** is based on the **principal's administrative performance**.

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

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

- 90 – 100 points: Eligible for maximum bonus consideration
- 80 – 89 points: Eligible for a bonus consideration
- 70 – 79 points: Not eligible for a bonus consideration; a Performance Improvement Plan (PIP) is developed and implemented for administrator to continue in current position
- 69 and below points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) before termination of employment.

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

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

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

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

<b>Area 2: Curriculum and Instruction Accountability</b>	<b>Value</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not meet Expectations</b>	<b>Score</b>	
2A. Data Collection and the Use of Data to Increase Student Achievement: <ul style="list-style-type: none"> <li>• Demonstrates annual performance targets</li> <li>• Demonstrates measureable improvement in data points</li> </ul>	4	4	3	2		
2B. Impact of Title I Funding	3	3	2	1		
2C. Professional Development	3	3	2	1		
2D. Instructional	3	3	2	1		

Leadership: • Monitoring SIP strategies						
	Value	Made AYP without Safe Harbor	Made AYP with Safe Harbor	Did Not Make AYP but Made Achievement Gains	Did Not Make AYP or Gains	Score
2E. AYP Status	12	12	8	4	<b>0</b>	
	Value	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
2F. Public Law 221 Status	4	4	3	2	<b>1</b>	<b>0</b>
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2G. Achievement of District's Strategic Plan Accountability Goals – E/LA	4	4	3	2	0	
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2H. Achievement of District's Strategic Plan Accountability Goals -- MATH	4	4	3	2	0	
<b>Total Points AREA 2</b>	<b>37</b>					

A complete copy of the performance evaluation, detailing components for all four broad areas (Strategic Leadership, Curriculum and Instruction, Supervision and Evaluation of Personnel and School Operations), is provided in the attached *Appendices* document.

Because this is a new performance measure, the Turnaround Officer will solicit input from our External Provider (Pearson), to examine the merits of this evaluation tool (as well as the district rating system) for judging principals' effectiveness.

	Description of how this action was or will be completed
<p><b>5. Sustain the model after the funding period ends.</b></p>	
<p><b>The IDOE will assess the LEA’s commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</li> <li>(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;</li> <li>(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;</li> <li>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</li> <li>(e) Identifying meaningful professional</li> </ul>	<p><b>Building Capacity for Sustained Improvement</b></p> <p>Each aspect of the implementation process and the system of supports Pearson (our External Provider) provides is designed to scaffold development of capacity for sustained improvement within each school and district.</p> <p>Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for people in the system as they take on new roles, tackle new problems, or approach tasks in different ways from those they have followed in the past. Pearson uses debriefing processes and transparent facilitation and provides protocols to transfer these practices to participants, treating seriously the importance of the process of gradual withdrawal of scaffolding as the people in the system grow in competence and confidence in their changed roles. This approach is reflected in the design of professional development and, especially, in the way Pearson field services teams provide onsite technical assistance and coaching. The scaffolds Pearson provides are designed to build capacity so that the people in the system can assume responsibility, independent of their support, for continuing improvement at the end of our formal engagement.</p> <p>Pearson will conduct two Quality Reviews each year, centered on the school portfolio developed by the ILT, that will summarize the impact of the implementation to date and provide data driving future action steps.</p> <p>Using findings from IDOE monitoring site visits, and ongoing collaborative work with Pearson, the Associate Superintendent/Turnaround Officer will sustain reform efforts, minimally, at four levels:</p>

<p>development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</p> <p>(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> <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>(a) Findings from IDOE monitoring site visits and Quality Reviews and ongoing collaborative work with Pearson will be reviewed by the Turnaround Officer and turnaround principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Turnaround Officer will support the turnaround principal by eliminating barriers that interfere with the efficient and effective implementation of the model.</p> <p>Simultaneously, the Associate Superintendent/Turnaround Officer will hold the turnaround principal accountable for maintaining fidelity to the model;</p> <p>(b) To keep key leadership apprised of turnaround school progress and to solicit their input and continuous support, data findings will be:</p> <ul style="list-style-type: none"> <li>• directly reported to the Superintendent;</li> <li>• shared at weekly superintendent’s cabinet meetings;</li> <li>• periodically updated in the superintendent’s <i>Weekly School Board Notes</i>; and</li> <li>• reported quarterly to the School Board <i>Education Committee</i>.</li> </ul> <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; and</p> <p>(d) Findings from <i>Phase I</i> turnaround schools will offer subsequent intervention schools with invaluable “lessons learned,” as the next round of intervention schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates.</p> <p>In addition, monthly meetings with the Community Council will keep all stakeholders apprised of implementation progress. This group, and Joyce Kilmer’s Educational Achievement Team, in conjunction with the Pearson Cluster Leader, will design appropriate next steps to foster continuous improvement, identify barriers inhibiting initiatives, and work to remove those barriers.</p>
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	<p>The committee structure and system of distributed leadership established at Joyce Kilmer Elementary will allow the school to continue to use data for continuous improvement.</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 as described in the following table:</p>
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<b>SUSTAINING SCHOOL IMPROVEMENT</b>	
<b>SIG FUNDED ELEMENTS</b>	<b>SUSTAINABILITY</b>
Professional development in differentiated learning Training on using iStation and Study Island Professional Development on integrating technology to support differentiated learning	Following three years of training, supported by grant funding, staff will have the internal capacity to locally-provide and sustain training needs. Licensing fees to support differentiated interventions (RTI) could be sustained through IDEA.
30 days of extended-time Professional Development 3 full-time ABLT Teachers 1 full-time Technology Specialist 1 full-time DA Coach 1 full-time Student Success Coordinator	Potential funding source: Title I
Performance-based financial awards Support for Future Leaders	Competitive grant application to the U.S. Department of Education (Teacher Incentive Awards); Gates Foundation

Behavior Management Specialist Training	IPS special education School Improvement Coaches will shadow the Specialist over the course of his work under this project. Over a 3-year period, they will become internal resources to sustain this training.
Extended-Time Learning costs for teachers and transportation	Allowable costs under Title I
Site licenses to support technology integration and wireless card fees	Technology grants
External Provider and Project Manager	Capacity gained through leadership of provider should enable us to model practices acquired. With an established model for monitoring in place, administrative staff could assume this responsibility. What would be lost, however, is the benefit of outside perspective.

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

**Instructions:**

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

**Turnaround Model**

(Guidance Document, Section B, pages 26-31)

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

If implementing the turnaround model, complete the table below.

	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
1. <i>Replace the principal and grant principal operational flexibility.</i>	<p><b><u>New principal selected for Kilmer Elementary</u></b></p> <p>Ms. Guthrie was selected to lead instruction at Joyce Kilmer Elementary after distinguishing herself in the classroom, the IPS Future Leaders program, and in administrative roles in IPS schools. She has a proven record of improving student achievement as a teacher, instructional coach, assistant principal, principal practitioner and co-principal.</p> <p><b>Flexibility has been provided to the Ms. Guthrie for</b></p>	Principal selected by Superintendent Dr. Eugene G. White	January 2011

	<p><b>hiring, retaining, transferring and replacing staff.</b></p> <ul style="list-style-type: none"><li>• Turnaround principals have broader authority and flexibility in filling vacancies and are <b>not bound by current</b> IPS Human Resources Processes in placement of <b>displaced teachers</b>.</li><li>• Turnaround principals are able to <b>interview</b> and <b>select</b> teachers, rather than be assigned faculty.</li><li>• All positions in the turnaround schools will go through a <b>Posting Process</b> (flexibility unlike traditional IPS schools) to allow us to attract the best and the brightest staff.</li><li>• A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher <b>removal decisions</b> within <b>two weeks</b>.</li></ul> <p>Additional operational decision that will be flexible for turnaround schools include:</p> <ul style="list-style-type: none"><li>• The School Improvement Grant proposal, rather than the traditional School Improvement Plan will govern Joyce Kilmer's professional development, committee structures, goals, and action steps.</li></ul> <p>Joyce Kilmer Elementary School will receive weekly visits from the Executive Director for Elementary Schools Office and periodic visits from the Associate Superintendent/Turnaround Officer to provide visibility, support, and remove barriers to full turnaround implementation.</p>		
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	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>	<p><b><u>Selection of New Staff</u></b>  The new principal started screening and selecting staff during the Spring of 2011. This allowed Ms. Guthrie the opportunity to:</p> <ol style="list-style-type: none"> <li>1. <b>observe classrooms</b> and evaluate each of the current staff member's classroom management and instructional delivery</li> <li>2. review candidate's personnel documents, including <b>evaluations</b> by other principals,</li> <li>3. conduct/attend meetings with the current staff and observed their <b>interpersonal skills</b> as they interact in this setting, in classrooms, and in one-on-one situations during <b>interviews</b>.</li> </ol> <p>Ten of the 23 staff members (43%) were rehired.</p>	<p>Ms. Guthrie, Principal</p> <p>IPS Human Resources</p>	<p>Beginning Feb. 2011</p>
	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i>	<p>In order to recruit and retain staff, IPS will implement:</p> <ol style="list-style-type: none"> <li>1. financial incentives</li> <li>2. career growth opportunities</li> <li>3. enhanced work conditions</li> </ol> <p>Specific information on these incentives is detailed below.</p>	<p>*Principal *Curriculum &amp; Instruction Division</p>	<p>August 2011- May 2014</p>

## **Financial Incentives based on Student Growth**

Teachers will have **opportunities to earn additional hourly-pay** for instruction provided during after-school, Extended-Time Learning (two hours, four days a week), Saturday Writing Camp, Intersessions, and Summer Intersession.

**Differentiated financial incentives**, up to \$5,000 annually, will be available for teachers and leaders meeting student and individual performance goals.

All teachers will have the opportunity to receive financial incentives based on student data and teacher evaluation.

**Part I** of the incentive is based on the following data:

### **Student Performance**

- 75% of students demonstrate proficiency on the ISTEP+
- 75% of students score 76% or higher on Diagnostic Benchmark assessment
- 75% of students reach benchmark on DIBELS assessment & score in Lexile grade level range

### **Teacher Attendance**

- 98%-100% Attendance  
(NOTE: Do not include FMLA and personal days in attendance calculation.)
- Attends and contributes to all STPT meetings, turnaround professional development activities, staff retreat, family retreat, and extended day activities.

### **Implementation of Turnaround Initiatives**

- Develops and applies Turnaround Strategies and the IPS Annual Core Coverage to make the curriculum balanced, rigorous, and relevant. Student ownership of learning is evident.
- Reflects and improves the effectiveness of literacy instruction continuously within and across content areas. Student work demonstrates increased proficiency.

**Part II** of the incentive is based on teacher evaluation in the following areas:

- **Planning and Preparation** (Knowledge of Content & Pedagogy, Knowledge of Student Setting Instructional Outcomes, Knowledge of Resources, Designing Coherent Instruction, Assessing Student Learning);

- **The Classroom Environment** (Creating an Environment of Respect And Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space);
- **Instruction** (Communicating with Students, Using Questions and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness);
- **Professional Responsibilities** (Reflection on Teaching, Maintaining Accurate Records, Communication with Families, Participating in a Professional Community);

Teacher Incentive Program Evaluation and Bonuses will be completed by the principal with review by the Turnaround Officer twice each year.

Support for new and struggling teachers is an important component of this work. Overall strategies for supporting these individuals include:

- Turnaround building administrators will conduct **daily classroom observations** and provide feedback relevant to teachers' effective practices and areas requiring continued development.
- New **performance-based annual teacher evaluations** will be conducted by turnaround building leadership and struggling teachers will be given opportunities for (and directed to obtain) support to improve their practices (via both **job-embedded**/during school hours assistance, as well as **extended-time**/beyond the regular school day, week or year).
- Through the use of three (3), full-time and experienced ABLE Teachers, classroom teachers will be routinely released from classrooms to increase their competencies by participating in professional development. **Weekly grade level teacher team meetings** will be offered by the Student Success Coordinator and DA Coach to help teachers interpret formative assessment results (e.g., 3-week *Scrimmages*, 9-week *Diagnostics*) and discuss strategies for adjusting instructional practices and identifying students for additional intervention.
- The Student Success Coordinator, DA Coach, turnaround principal, and ABLE Teachers will **model instruction**, as needed.
- Teachers will be able to **observe other exceptional teachers' instruction**, through classroom release, enabled by ABLE Cadre teachers.
- Teachers will also have **30 days of professional development** for training opportunities that occur *outside the regular school day, week or year* (e.g., multi-day summer trainings for implementing *literacy/math workshops, technology* trainings).

With the approval of the turnaround principal, teachers will be able to attend professional development outside the district (e.g., university offerings, workshops providing professional development in areas targeted for teachers' individual growth).

### Expanded Career Opportunities

The principal will work with the Curriculum & Instructional Accountability Division to train future leaders on a value-based leadership program focusing on the following areas:

Teaching & Learning; Beliefs & Orientation; Strategic Management; and Leadership Qualities.

Two staff members will be identified and supported to become **Future Leaders** through this initiative. These emerging leaders will benefit from extended-time learning provided by district and external experts—both inside and outside of the district. The SIG grant will support **40-paid hours, annually**, of professional leadership growth.

Gaining knowledge and confidence, Future Leaders will **assume leadership roles** within the turnaround schools. Our external partner, **Pearson**, will be an integral partner in framing the syllabus and supporting this **career-growth model**.

**Enhanced Working Conditions**

Staff will benefit from the latest technology, intensive and extensive professional development, shoulder to shoulder coaching, and flexibility to see their initiatives in action.

	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
4. <i>Provide high quality, job-embedded professional development.</i>	<p>A particular strength of the turnaround strategy is the involvement of SIG-funded ABLÉ Teachers. The ABLÉ Teachers are certified teachers who are experienced and well-regarded professionals. They understand building routines and procedures and can ensure that learning continues while classroom teachers are away from their students.</p> <p>Three <b>full-time ABLÉ Teachers</b> will be permanently placed at Joyce Kilmer Elementary School to support the continuous job-embedded professional development of turnaround teachers. The principal has been given authority to select these teachers to ensure the most qualified candidates meet building needs.</p> <p><u>Title I School Improvement Coaches</u></p> <p>As a school in Title I improvement status, the turnaround</p>	Principal; Curriculum & Instruction Division	<p>Summer 2011 Continuous training through-out year – May 2014</p> <p>For more specific information, see timeline that follows Capacity Task #15.</p>

	<p>school share a 3-member Title I school improvement (SI) coaching team among 15 other schools. The SI coach team is comprised of a data coach, literacy coach, and math coach.</p> <p>With the strong recommendation of the turnaround principal, <b>SIG grant</b> monies will be <b>used to sustain a full-time Student Success Coordinator and a Differentiated Accountability Coach (DA Coach)</b> at Joyce Kilmer, across the grant funding period.</p> <p><u>Selection and Qualifications of Student Success Coordinator &amp; DA Coach</u></p> <p>The Student Success Coordinator and DA Coach are identified and selected based on guidelines provided by the Indiana Department of Education, Title I Office:</p> <ul style="list-style-type: none"> <li>• A minimum of 5 years of successful classroom teaching experience</li> <li>• Master's degree preferred with concentration in reading/math education</li> <li>• Highly effective interpersonal and group communications skills</li> <li>• Strong knowledge base of best practices in instruction</li> <li>• Strong work ethic, self-directed, and self-motivated</li> </ul> <p>The Student Success Coordinator and DA Coaches are expected to have deep knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Data</i>: Reading, interpreting, and applying it to determine appropriate instruction with the ability to teach others to do the same</li> </ul>	<p>Ms. Guthrie, Principal</p>	<p>Hiring to commence upon announcement of grant funding.</p>
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	<ul style="list-style-type: none"> <li>• <i>Research-based reading and language arts programs:</i> Knowledge of a variety of programs, their research base, and their appropriate application to specific students and settings</li> <li>• <i>Instructional practices for struggling students:</i> Ability to model for other teachers and from coaching to solo implementation</li> <li>• <i>Collaboration:</i> The ability to work well with others, encourage and support them</li> <li>• <i>Skilled observations:</i> Observations of teachers and students are to be supportive rather than evaluative</li> <li>• <i>Professional Development:</i> High quality communication skills; knowledge of research and ability to share effectively with others</li> </ul> <p>Pearson will provide a <b>Coaching Institute</b> for all of our coaches in the Pearson Comprehensive Improvement Model supporting literacy and mathematics through workshop settings. Coaches will be equipped to support trained teachers to become demonstration classrooms for other staff members.</p>	Pearson Trainers	Aug. 2011
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Job-Embedded Professional Development for Classroom Teachers

Classroom teachers receive job-embedded professional development that is differentiated according to each teacher’s need. Topics are determined by our annual goals. Professional development focuses on helping all teachers use data to differentiate instruction in a manner that supports learning for all students.

Professional development is delivered through both extended-time learning as well as during the school day.

**Extended-time learning opportunities** include, but are not limited to:

- Multi-day summer training for vision setting, behavior management, implementation of instructional strategies and interventions to improve literacy and math: *Pearson's Comprehensive Improvement Model* implementation, Behavior Management, Action Based Learning, and *technology* trainings.
- Occasional Saturday and/or Intersession Training for follow up training on summer training topics.

**Weekly job-embedded professional development** is enabled by ABLE Teachers who cover classroom instruction during teachers' professional development training, e.g., for Student Success Coordinator and DA Coach data meetings (to interpret assessment results, use data to adjust instruction and identify student intervention needs), Structured Teacher Planning Time weekly trainings to build common language and share best practices, to work with and learn from Pearson field specialists, and to observe best practices in colleagues' classrooms.

The full-time, SIG-funded, Student Success Coordinator facilitates weekly grade level teacher meetings to **interpret assessment data results** (from 3-week *Scrimmages*; 9-week *Diagnostics*; ISTEP+, etc.); use findings to **adjust instructional practices; share best practices; and identify student intervention** needs.

**Weekly, Structured Teacher Planning Time** meetings, will be held for grade level teacher teams to develop common language and institute effective strategies and practices across curricular areas. Targeted areas of focus will be based on needs assessment data findings and formative (e.g., *Scrimmage, Diagnostic*) assessment results. During Year 2 and 3, these meetings become Learning Teams time as teachers use the structured protocol to use a process that mirrors the 8-Step Process to improve instruction for their students in either vertical or horizontal teaching teams.

- The turnaround principal, DA Coach, and School Success Coordinator, along with targeted Pearson field specialists, **model instruction** in teachers' classrooms.
- **Daily Focus Walks** of instructional staff, conducted by turnaround building administrators/ coaches, enable leadership to readily identify best practices that warrant observation by other colleagues. The principal provides feedback to observed teachers to praise effective practices and to **identify areas requiring further support** through professional development opportunities.

- Using release time covered by full-time ABLÉ Teachers, classroom teachers will **observe** instruction in the rooms of **colleagues who have demonstrated effectiveness** in managing their classrooms, engaging students, and meeting students' needs by differentiating instruction to increase academic performance.

Professional Development to Address Unique Teacher Needs

In the past, professional development efforts for instructional staff have been, understandably, *district-driven*. Examples include recent, district-wide, professional development training for using the new, uniform *Instructional Cycles* (curriculum pacing guides, aligned to State Academic Standards) and relevant formative assessments (3-week *Scrimmages* and quarterly *Diagnostic* (benchmarks) aligned to the academic standards.

While district-driven professional development of this nature is invaluable, training needs unique to individual schools (or individual teachers) have not enjoyed this same level of support. With three full-time ABLÉ Teachers on staff, professional development activities will be occurring daily, involving collaborative work of instructional leaders, coaches, and individual teachers.

Teachers will be able to use release time to participate in **personalized professional development**—to observe and learn from best practices used by colleagues in other classrooms.

As individual teacher needs are identified through performance evaluation or administrators' classroom observations, teachers will be directed to **personalized** professional support either through (a) **job-embedded**/ during-school release time, using the ABLÉ Teachers to cover their classrooms; **or** (b) **extended-time**/beyond-the-regular-school-day, -week or -year professional development opportunities. **Observe 360**, a web based **teacher effectiveness tool**, will be used to hone in on specific strengths and needs of individual teachers.

These **trainings are required** and teachers have committed to attend and are paid their hourly rate to participate.

	Tasks/Steps	Lead Person/ Position	Time Period (month)
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	<b>Governance Structure</b> The district is committed to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement improvements,	Associate Superintendent/ Turnaround Officer	May 2011

	<p>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>The principal will be supported by the district through a <b>direct-report</b> to the Associate Superintendent (the Turnaround Officer), thus enabling <b>relief</b> from the traditional organizational structures that exist in the nation’s largest and most-complex educational systems. When barriers to accomplishing needed reform are encountered, the Associate Superintendent will intervene to clear those obstacles.</p>		
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**IPS Turnaround Office**

The 2011-2012 school year brings a new Turnaround Office to IPS District Office. Newly appointed personnel will staff this office and support the turnaround at all IPS Turnaround Schools.

For example, Turnaround principals will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.

- The Turnaround Officer and/or the Executive Director for Elementary Education or designee will provide weekly visits to Joyce Kilmer Elementary, observing instructional practices, collecting findings that will contribute to the turnaround principal’s performance evaluation, and helping turnaround principals address barriers that interfere with turnaround efforts. Dr. Johnson and Mrs. Harrell will be a **highly visible presence**, supportive and available, at Joyce Kilmer Elementary.
- Throughout the SIG grant period, the Turnaround Officer will work closely with the **External Provider, Pearson**, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement and graduation rates.

This **partnership** provides two critical components of a successful turnaround effort.

- 1) **Pearson** brings the **experience and the competencies needed to change school culture and practices** that result in the increased effectiveness of leadership and teaching, thereby influencing increased student achievement.

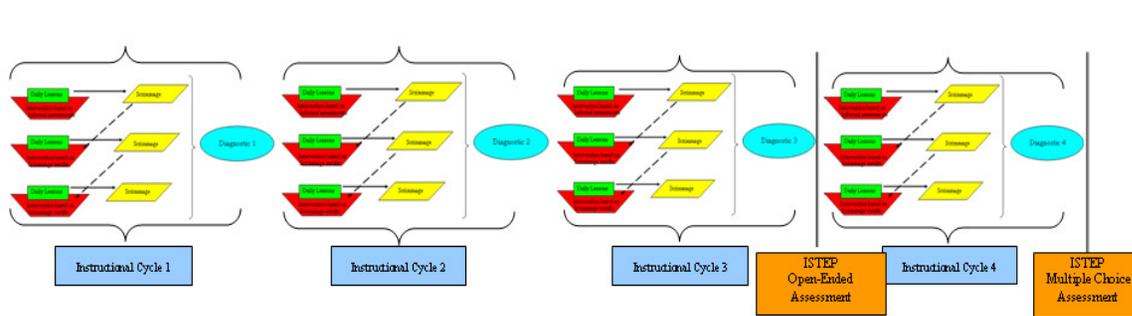
- 2) Dr. Johnson brings the **commitment** to supporting turnaround principals, **direct access to the Superintendent**, the **authorization to dedicate significant time** to turnaround schools, and the **know-how and authority to quickly take necessary actions** identified by Pearson and turnaround principals.

	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>6. <i>Use data to implement an aligned instructional program.</i></p>	<p><b>Data Driven Instruction</b>            Triangulated key findings from our examination of student needs revealed significant teacher deficiencies in adequately preparing students to master Indiana academic standards. A root cause was the lack of a uniform accountability system for what would be taught (by all teachers), how students' progress in attaining required skills across the school year would be monitored, and what would be done to adjust instruction as student needs were identified.</p> <p>Beginning in the current school year, all content teachers in the turnaround schools are accountable for:</p> <ul style="list-style-type: none"> <li>• using new <i>Instructional Calendars</i> (pacing guides) to focus instruction on identified Indiana Academic Standards</li> <li>• administering uniform 3-week formative assessments (<i>Scrimmages</i>) and quarterly assessments (<i>Diagnostics/Benchmarks</i>)</li> <li>• using formative assessment results to adjust instruction and provide targeted interventions</li> <li>• participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices</li> </ul>	<p>Principal; Curriculum and Instruction Accountability Director</p>	<p>Summer 2011-May 2014</p> <p>(See timeline that follows Capacity Task #15 for more specific information)</p>

	<p>Indiana Academic Standards are taught and maintained (periodically revisited) using a 9-week <i>Instructional Calendar</i> (pacing) covering four <i>Instructional Cycles</i> across the school year.</p> <ul style="list-style-type: none"> <li>• Within Cycle 1 (the first 9-weeks of the school year), identified standards will be taught with <i>Scrimmage</i> assessments administered every three weeks. Daily lessons prepare students for the 3-week <i>Scrimmage</i> tests.</li> <li>• <i>Scrimmage</i> is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers).</li> <li>• Disaggregated results are back to teachers within two days. <i>Scrimmage</i> data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills.</li> <li>• Re-teaching occurs.</li> </ul>		
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Within an Instructional Cycle (9-weeks), three *Scrimmage* assessments prepare students for quarterly *Diagnostic* (Benchmark) Assessments. These diagnostic assessments gauge students' progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught standards. The following illustration shows the Four Instructional Cycles across the school year.



**SIG funding will support educators at multiple levels to employ the 8-Step Process to ensure that they have the skills and the tools needed to dramatically increase student achievement as they employ the Plan, Do, Check, Act cycle.**

### Monitoring School Level Data

Turnaround **principals** are responsible for monitoring school level data and ensuring that teachers are able to interpret assessment results and use them to inform instruction. Joyce Kilmer's principal will be assisted to effectively use data to drive instruction by her Pearson Cluster Leader, Student Success Coordinator, and DA Coach. Working with the ILT, this leadership team will use the 8-Step Process to continually use data to drive their turnaround.

To help **teachers** apply data analysis to classroom instruction, they will be released (generally in 1-hour increments) for job-embedded professional development provided by the Student Success Coordinator. In weekly, scheduled sessions, grade level teacher meetings are held with the Student Success Coordinator:

- Interpret assessment data results (from 3-week *Scrimmages*; 9-week *Diagnostics* and *Acuity*)
- Support teachers' use of testing results to adjust instructional practices
- Share best practices
- Identify student intervention needs

These formative assessment results also will be used to identify students who will be required to attend Extended-Time Learning, and will serve as the basis for the extended-time design of teachers' structured intervention instructional strategies.

Within the new teacher performance evaluation, teachers are judged—in part—on their implementation of strategies provided through professional development trainings.

**Monitoring Data from New Technology**

Through SIG grant funding, web-based intervention tools will be used to help teachers help students reach higher levels of achievement—across all content areas. The reporting capabilities allow teachers and administrators to see timely aggregate use and performance reports. These reports provide teachers and administrators with frequency of use, completion of assignments (date and time stamped), and the level of mastery appropriate for the students’ zone of proximal development.

Multi-day, extended-time professional development training will initially be provided to teachers , showing them how to use *iStation and Study Island* with their students and to access real-time data to monitor students’ use, proficiency rates, and growth.

Ongoing, job-embedded professional development will be provided to teachers, during Structured Teachers Planning Time trainings to support classroom teachers’ most-effective use of the supplementary instructional tool.

The **Turnaround Officer**, the **Executive Director of Elementary Education**, and the **Pearson Cluster Leader**, will continuously use data to track the progress of the turnaround school, identify areas of greatest need, and take corrective action. The **Community Council** will use these data to oversee the success of the turnaround each month.

	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
7. <i>Promote the use of data to inform and differentiated instruction.</i>	<p><b>Training Teachers to Adjust Instruction</b></p> <p>Through the use of three, full-time and experienced ABLE Teachers, classroom teachers will be regularly released each week from classrooms to increase their effective use of data competencies by participating in professional development. <b>Weekly</b> grade level teacher meetings will be facilitated by the full-time Student Success Coordinator and DA Coach to help teachers interpret formative assessment results (e.g., 3-week Scrimmages, 9-week Diagnostics),</p>	Principal	<p>July 2011-May 2014</p> <p>(Suggested time periods for training educators for implementing the LT model will depend</p>

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	<p>discuss strategies for adjusting instructional practices, and identify students for additional intervention.</p> <p>The Student Success Coach, DA Coach, Principal, and supplemental administrator will observe teachers as they implement collaboratively developed instructional decisions. The coaches and principal will also model effective application of job-embedded professional development so that teachers will comprehend and transfer these strategies appropriately for their particular grade level or content area.</p> <p>The Pearson intervention programs also include a comprehensive assessment component developed in partnership with the Australian Council for Educational Research (ACER).</p> <p>Teachers will be expected to check student performance throughout the school year and adjust teaching to meet student needs. There are a wide range of assessment opportunities built into the core, intervention, and acceleration programs. Teachers are trained to use a broad variety of tools to learn what their students know and how best to approach their individual learning needs. Using assessment data to make informed decisions about what is to be taught or to revise instructional plans to address identified needs will enable teachers to bring all students to standard and beyond.</p> <p><b>Assessment and Reporting Online</b></p> <p>The web-based Assessments and Reports Online (ARO)</p>	<p>upon their readiness. We hope to introduce the model at the end of Year 1 and fully implement the model during Year 2 as indicated on the time line that follows Capacity Task #15.)</p>
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	<p>system that is part of the Pearson Comprehensive Improvement Model provides a robust reporting mechanism that offers progress monitoring, instructional direction, and growth analysis, for students enrolled in Navigator programs and Ramp-Up courses. Reports are available immediately either after students conclude online testing or upon the uploading into the system of electronic data generated from administration of paper-and-pencil tests. Reports provide <b>real-time actionable instructional guidance</b> to teachers and students and satisfy the requirements of the federally defined criteria for progress monitoring, especially for Response to Intervention.</p> <p>All turnaround teachers are expected to participate in job-embedded professional development, e.g., Student Success Coordinator and DA Coach data meetings (to interpret assessment results, use data to adjust instruction, and identify student intervention needs), Structured Teacher Planning Time weekly trainings to build common language and share best practices, to work with and learn from Pearson field specialists and trainers, and to observe best practices in colleagues' classrooms.</p> <p>The focus on teacher collaboration moves to a further stage at advanced stages of implementation. As professional capacity grows, our focus moves to supporting sustained, self-directed professional learning. The <b>Learning Teams (LT)</b> model offers a means of enhancing development of collaboration that will support this goal. LT brings teachers and administrators together in focused, collaborative settings on a regular basis to systematically examine their practice, set concrete goals and objectives, and work together to improve teaching and learning. LT provides</p>		
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	<p>both teachers and administrators with the necessary framework for integrating transformative instructional strategies into their work and sustaining the school’s journey to becoming a high performing school.</p> <p>As one of the few programs to have scientifically validated the positive effects of its teacher collaboration model on student achievement, LT has demonstrated success in both high performing and challenged schools. Additionally, LT promotes more distributed school leadership to improve the implementation fidelity as well as the classroom impact of other initiatives in curriculum and instruction.</p> <p>Results from a five-year study of Pearson’s collaborative LT model indicate that LT provides “more focus in grade-level and ILT meetings on student academics, systematic and joint planning, purposeful use of assessment data (of all kinds), and efforts to implement and evaluate jointly developed instruction” (Gallimore, et al, 2009<sup>1</sup>). Research also suggests that LT improves retention as teachers become empowered with greater instructional decision-making (Borman &amp; Dowling, 2008<sup>2</sup>). In a study of 2,000 former and current California teachers, decision-making autonomy was the one factor that mattered most to teachers who chose to stay in the field, more so than adequate pay or effective system supports (Futernick 2007<sup>3</sup>).</p>		
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<sup>1</sup> Gallimore, R., Ermeling, BA, Saunders, WM, & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal* (special issue edited by Morris & Hiebert), 109 (5), 537-553.

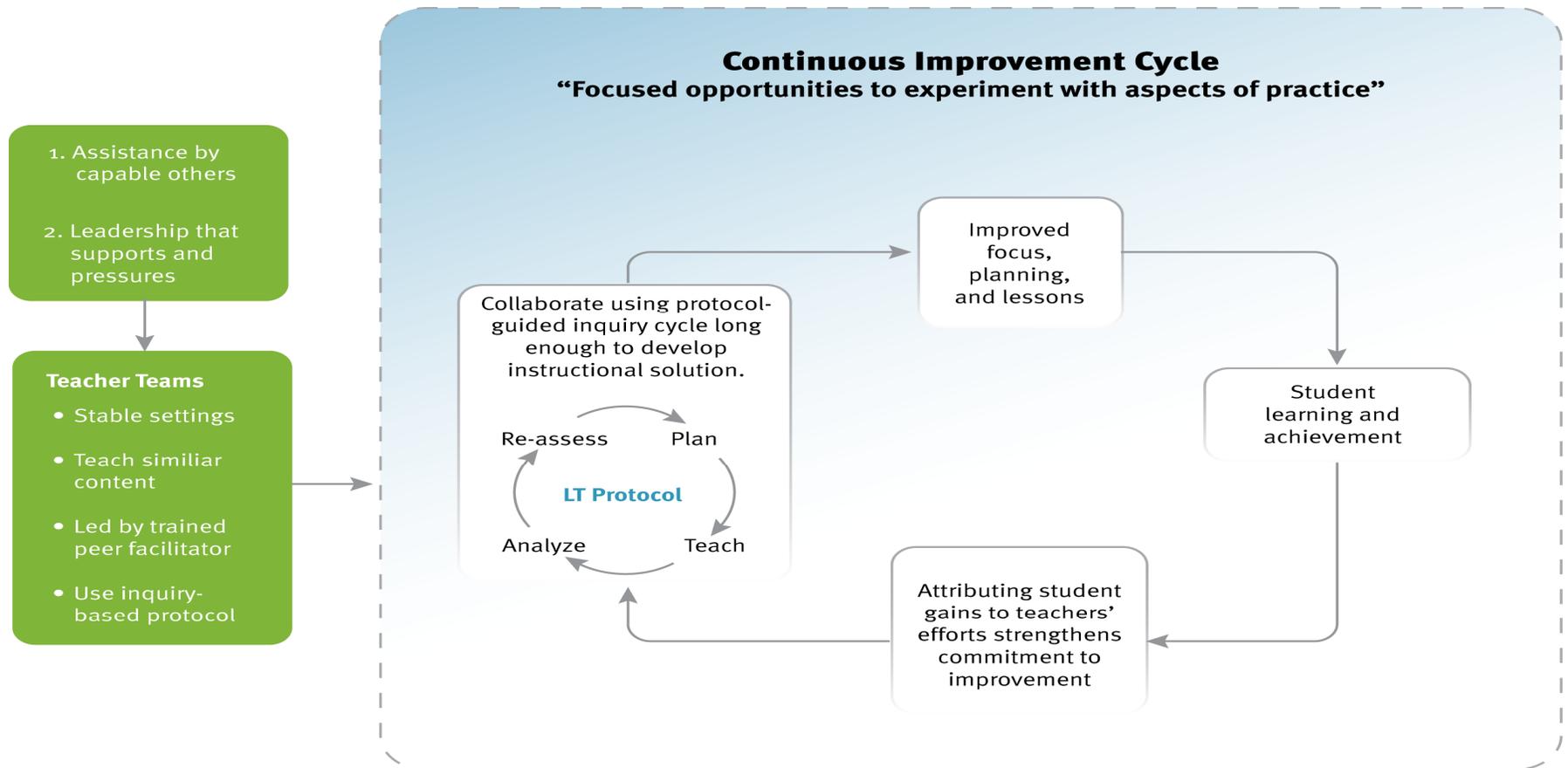
<sup>2</sup> Borman, GD & Dowling, NM (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78, 367-409.

<sup>3</sup> Futernick, K. (2007). A possible dream: Retaining California’s special education teachers. Retrieved January 1, 2010, from [http://www.calstat.org/textAlt/SpEDge\\_eng/sum07edge.html](http://www.calstat.org/textAlt/SpEDge_eng/sum07edge.html)

Anticipated Outcomes. Well-implementing LT schools should yield the following outcomes within 1-3 years:

- Gains in student achievement that significantly surpass the average rate of gain among schools in the same district and the state
- Effective teacher workgroup meetings in which teachers spend the majority of time planning, evaluating, and refining their teaching
- Greater capacity among teachers to provide effective instructional leadership to workgroups and the staff as a whole
- Sharper and more enduring focus on academic goals and outcomes
- Stronger collective commitment among staff towards improving teaching, learning, and student achievement

**The Learning Teams (LT) program is supported by a clear, research-based Theory of Action.** As the following diagram illustrates, the LT theory of action is based on *effective leadership* and *stable settings* that support *collaborative teacher teams led by trained peer facilitators*. This in turn supports a cycle of continuous improvement within which teachers receive “focused opportunities to experiment with aspects of practice” in the classroom. Once teachers are engaged in the collaborative, protocol-guided inquiry cycle, resulting gains in student learning and achievement provide them with outcomes they can attribute directly to their own instruction, which in turn strengthens their commitment to continuously improve their practice.



The LT Model. The LT program model includes 5 distinguishing features:

- 1) **Teacher Workgroups.** Teachers work together 2-3 times per month to improve their teaching on a regular basis in job-alike teams (horizontal: grade-level or vertical: content-area teams).
- 2) **Stable settings** that bring teachers and administrators together to study, refine, and implement instructional strategies targeted at specific student needs. These include (1) teacher workgroups (4-8 teachers from the same grade or content area who meet twice a month); and (2)

an Instructional Leadership Team (teacher leaders and administrators who meet monthly to coordinate workgroup progress). These meetings bring educators together to work toward common instructional goals using a process that expands upon the 8-Step Process.

- 3) **Protocols** for team collaboration that help teachers use data and inquiry to drive instructional improvements. The primary LT protocol helps teachers identify common student needs; find or develop appropriate means to assess student progress toward targeted learning objectives; jointly plan, prepare, and deliver lessons; use evidence from the classroom to evaluate the commonly planned and delivered lessons; and reflect on the process to determine effectiveness and next steps.
- 4) **Leadership Training.** The LT model is designed to develop strong instructional leaders throughout the school. The program includes two leadership institutes for teacher facilitators each year, as well as monthly support delivered directly to the principal and teacher leaders.
- 5) **Site-level Assistance & Training** to sustain implementation, maintain focus, and build local capacity. A dedicated LT **Advisor provides on-site assistance and training** to each school throughout the year, with face-to-face support at all ILT meetings, assistance to select teacher teams, and monthly planning meetings with the administrator.

**Supporting Teachers Who Struggle with Using Data to Inform Instruction**

Joyce Kilmer Elementary administrators and coaches will observe classroom instruction, on a daily basis, to ensure that teachers are differentiating instruction, applying the strategies learned in professional development trainings, and using data to inform and differentiate instruction.

Turnaround principals, the DA Coach, Pearson field specialists, and the Student Success Coordinator will coach and **model** effective instructional practices. Struggling teachers are released from classroom instruction (using ABLE Teachers to cover classrooms) in order to **observe colleagues** who have received intensive training in using a workshop approach to differentiate learning and effectively use data to inform instruction.

	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
8. <i>Provide increased learning time for students and staff.</i>	<b>EXTENDED-TIME LEARNING for TEACHERS</b>	Principal	Summer 2011-

	<p>Beyond <b>required</b> job-embedded professional development opportunities, <b>extended- time teacher training</b> also occurs beyond the school day, week or year.</p> <p>To support <b>extended-time</b> professional development for teachers, up to <b>30 paid PD days, per teacher</b>, will be available for teachers. Specific topics will be dependent upon student data, which will be the driver for all PD.</p> <p><b>EXTENDED-TIME LEARNING for STUDENTS</b></p> <p>Using SIG funding, we will offer all students more time for learning by adding <b>two hours</b> to the school day. Staffed by <b>certified teachers</b>, Extended-Time Learning will offer instructional support for <b>36 weeks, Monday through Thursday</b>, from 3:40-5:40 p.m., at Joyce Kilmer Elementary.</p> <p>While interventions will be structured and tailored to individual needs that are supported by data, there will be sufficient flexibility and supports to ensure that adequate extended-time opportunities are available that will provide enrichment opportunities.</p> <p>For example, we know that many of our students are unable to remain for help immediately after school because of transportation issues. Anticipating that, the turnaround schools will provide bus transportation (beyond the district-provided transportation at the end of the school day).</p> <p>A monthly <b>Saturday Writing Camp</b> will be offered to a maximum of 20 students six times a semester. The principal and one teacher will conduct this camp that will target students (based on data) who would benefit from this</p>		August 2014
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	<p>intensive (2 hour) opportunity.</p> <p>Extended-Time Learning for staff and students are described more fully below.</p>		
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**SIG grant-funded extended-time learning opportunities** for teacher include, but are not limited to:

- Multi-day **summer trainings** for the implementation of instructional strategies to improve literacy and math comprehension at the turnaround school. During the Staff Retreat, teachers will participate in revisioning and receive training to effectively use new instructional tools to differentiate instruction. All faculty are mandated to attend these trainings.
- Occasional Saturday trainings will provide follow up institutes as well as trainings scheduled during Intersessions. (Typically these trainings would be for sub groups of faculty, based on need, rather than the entire staff).
- Turnaround **teachers identified as requiring additional training** (e.g., via principal referrals based on classroom observations, or performance evaluation results), **must participate** in additional training—through *Open Lab*, or other trainings identified by the turnaround principal. Teachers are paid at their hourly rate for extended-time PD days used to support required training that occur after the school day.
- With the approval of the turnaround principal, paid extended-time professional development days **may include university or other trainings** available—both **inside and outside of IPS**—that advance competencies needed by the individual teacher, or that will further support the effectiveness of turnaround school efforts.

**Extended Opportunities for Future Leaders**

Recognizing the importance of, and need for, shared leadership, principals will identify two (2) promising teachers for ongoing, targeted professional growth as future turnaround leaders. These emerging leaders will benefit from extended-time learning provided by district and external experts, supported by **40-paid hours** of professional growth. As they gain in confidence and knowledge, Future Leaders will assume leadership roles within the turnaround school. Our External Provider will help us shape this vision.

**EXTENDED-TIME LEARNING for STUDENTS**

Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as a turnaround school, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students' learning and readiness for middle school, high school graduation, post-secondary opportunities, and careers.

Attendance at these extended learning sessions is optional for most students, but mandated for those students who require additional instruction beyond the normal school day in order to demonstrate proficiency on district *Scrimmages* and *Diagnostics*.

Working with the Student Success Coordinator and DA Coach, teachers will use 3-week *Scrimmage* test results, measuring proficiencies covered over that period of time within the district's *Instructional Cycle* (curriculum pacing guide, aligned to Indiana Academic Standards) and 9-week *Diagnostic* test results (benchmark assessments) to determine which students are **required to attend** the after-school intervention sessions. Assessment data results will inform the instruction provided, in order to address learning gaps identified by data.

Extended time will also support enrichment activities. Joyce Kilmer Elementary students will have the opportunity to participate in a variety of activities that will allow them to practice and expand upon the things they are learning within their typical school day. A variety of clubs, activities, and learning experiences will provide students with opportunities for making positive choices and using their newly developed skills in another context.

While all students will be encouraged to attend, struggling students will be assigned to intervention sessions.

The regular school day operates from 8:40 a.m. until 3:40 p.m. Students attending the Extended Time-Learning will receive a **snack** at the beginning of the session.

The turnaround principal will work with staff and students to identify **incentives** that will motivate students' attendance.

All incentives will be reasonable and allocable. For example:

- 9-week reward events will be planned for students who routinely attended sessions (e.g., 85 percent or more of the sessions). Students will be instrumental in helping to determine those incentives that will motivate their routine attendance.
- An End-of-Year student, parent, staff and community partner dinner (e.g., chili or spaghetti dinner) will celebrate student participation and achievement.

While limited SIG monies are budgeted to help support the incentives component, we will be working with community business partners to collaborate with us in this effort.

As a special student incentive to students in grades 4-6, we plan on taking students who meet clearly stated requirements on a **tour of college campuses** and to **Washington D.C.** We feel these incentives will boost Joyce Kilmer Elementary students' college readiness skills as they participate in extended time learning and provide them with a personal vision as they contemplate their own future. We feel that our Action Based Learning Environment at Joyce Kilmer Elementary is supportive of the "Let's Move It" campaign promoted by First Lady, Michelle O'Bama. The principal is writing a proposal that includes a visit to the White House.

	Tasks/Steps	Lead Person/ Position	Time Period (month)
9. <i>Provide social-emotional and community-oriented services/supports.</i>	<p>High-poverty schools continuously cope with aggressive <b>student behaviors that interfere with school learning</b> and potentially jeopardize the safety of students and staff alike. Additional support is needed to help staff at Joyce Kilmer Elementary proactively use techniques to de-escalate students—always the first and preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.</p> <p>As part of our Turnaround, Joyce Kilmer Elementary will provide a bevy of social-emotional and community-oriented services/supports that are described below.</p>	Ms. Guthrie, Principal; School & Community Coordinator	Staff Retreat, August, 2011-August 2014

**Behavior Management Specialist**

**Two days** of training and staff support will be provided Joyce Kilmer Elementary faculty to learn behavior management strategies, and more. The expert consultant is a retired and respected practitioner from an urban district who can relate to our school environments and needs. He is an advocate of rituals and routines, helping staff identify gaps, modeling de-escalating behaviors—and making certain that in-school suspension is academically-driven.

During the 2009-10 school year, Greg Abati provided training across IPS schools' staff who implemented the over/under program (over-aged students performing well-below grade level). By helping teachers learn how to do interventions *in the classroom*, the numbers of over/under students referred to an in-school suspension program were significantly reduced, or eliminated. With significantly-reduced student disruptions, learning could continue, allowing teachers to accelerate students' work to get them on a commensurate level with their peer age group. Based on first-hand evidence of effectiveness experienced in the over/under program, the turnaround principal strongly supports using SIG grant funding to expand Abati's training for all Joyce Kilmer classroom teachers.

### **Positive Behavioral and Intervention Supports (PBIS)**

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School-wide Positive Behavioral and Intervention Supports (SWPBS) provide an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Joyce Kilmer Elementary School will adopt SWPBS and teachers will be trained and coached in implementing this program.

### **Peace Learning Center**

Peace Learning center youth services include teambuilding, norm-setting and experiential approaches to learning. Through SIG funding, they will provide professional development for Joyce Kilmer Elementary staff that focuses on cultural competency, classroom management, building trust within a community, and forging a common approach to conflict.

Their staff will provide workshops for all grade levels that take place in classroom settings and are grade appropriate. Outcomes for these workshops include the following:

Kindergarten-Grade 2: emotional literacy, social awareness, and peace mentors.

Grades 3-4: emotional literacy social awareness, communication skills, STEP conflict resolution process, and peace mentors.

Grades 5-6: social awareness, communication skills, STEP conflict resolution process, and basic exploration of inclusion/diversity skills.

The Peace School program, in partnership with ACT Out, brings two theatrical performances to the school to demonstrate and explore many of the key issues involved in conflict. Performance themes are tailored to each school's needs. The second performance will be an evening performance that will also include a family activity.

### **Community Partnerships**

Joyce Kilmer Elementary School will foster community participation in a variety of ways.

- We will hold an annual **Family/Community Retreat** where we will provide information and seek input on school initiatives. We will communicate our enthusiasm for our new vision and solicit community input and revision before adoption of this vital piece. Parents and community members will be asked to commit to help us attain our goals.
- A **Community Council** will meet monthly and serve as both watchdog and cheerleader for our turnaround initiative. This committee will be composed of respected representatives of the various stakeholder groups including:
  - A broad range of parents
  - Community members who represent business owners
  - Community members in positions of influence
  - Representatives for educational organizations in the community
  - Teacher and staff representatives

They will review and assess data to ensure we are progressing toward our goals and problem solve to remove barriers to student learning.

In addition, the following actions will strengthen our school community connection:

- Expand upon our current community partners to support enrichment sessions for Extended Time, provide positive role models for students, and foster authentic service learning for students.
- A series of **community meetings** will be held in April-May 2011 to prepare for upcoming change.
- Monthly **parent grade level meetings** will inform parents of curriculum and instruction issues and progress made to date.
- A **Parent Resource Center** will be housed at Joyce Kilmer Elementary to access help with family issues that require links to outside agencies for financial, emotional/social, or psychological support.
- **Parent incentives** will encourage engagement and participation in Joyce Kilmer Elementary events.
- **Parent/Community Newsletters** will be distributed.
- A **Parent Academy** will offer parent workshops which we hope to expand to GED classes offered at Joyce Kilmer Elementary in a cohort setting.
- Continued partnership with the **Martingdale/ Brightwood Community School Coalition** and **local churches**.
- Use Connect ED to provide short, regular messages to parents through voice mail.
- Continue and expand **Read Up sponsored by United Way** program where local community members read together with our students using books selected to match student's reading level (Lexile Score).

- Expand **100 Black Men** program that provides positive male role models to mentor our students throughout the school day. These partners could also effectively support enrichment classes during Extended Time, sharing expertise in hobbies, sports, and vocational skills.
- The **School & Community Coordinator** will be an integral member of the Leadership Team, infusing a community perspective into this distributed leadership model.

### **Learning Well**

Indiana University/Purdue University Indianapolis (IUPUI) is providing a full time nurse for Joyce Kilmer Elementary. Having a nurse will provide an on-site presence to champion wellness, provide first aid and timely medical attention, and reach out to parents when student health issues are impeding learning.

In addition, they will also provide a full-time Community Coordinator who will serve as a family advocate to support families and get them involved in the school improvement process.

### **Project SEED**

While Indianapolis Project SEED is predominately program to support high school student to do college research, they will be coming alongside Joyce Kilmer Elementary to teach math to students once a week and provide math training and modeling for teachers.

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

The recruitment and selection of Kilmer's new principal has already taken place. As a distinguished Future Leader in the IPS principal preparation program, she regularly displayed the leadership traits of an instructional leader. Ms. Guthrie's resume is included in the *Appendices*.

Ms. Guthrie was named to this position in January which has provided her time to assemble the Turnaround staff at Joyce Kilmer, facilitate the selection of interventions, communicate with the various Joyce Kilmer stakeholders, and champion the development of this SIG application.

### Selection of Principal for Joyce Kilmer Elementary School

After completing a successful tenure as an assistant principal, the superintendent of schools, Dr. Eugene White, selected Ms. Guthrie as a Principal Practitioner for the IPS' **Educational Leadership in the Turnaround Era (ELITE)** program for the 2010-2011 academic year. This program prepares educators to assume the important role of instructional leaders through focused training and intensive internships.

Ms. Tihesha Guthrie applied for the principal position at Joyce Kilmer Elementary School. Ms. Guthrie impressed the interviewing committee with her level of knowledge, her track record working as the assistant principal at Carl Wilde Elementary and Principal Practitioner at Daniel Webster Academy, and her urgency and commitment to escalating student achievement. Ms. Guthrie was named Teacher of the Year and also received the Above and Beyond the Call of Duty (ABCD Award) for her work as a teacher at Charity Dye School in IPS. She also was instrumental in Charity Dye School earning the National Blue Ribbon Award.

Dr. Eugene White interviewed the top two candidates submitted by the interviewing committee and decided to name Tihesha Guthrie as the principal of Joyce Kilmer Elementary School in January 2011. Ms. Guthrie was immediately placed as Co-Principal of Charles Warren Fairbanks School while preparing to assume the role of principal at Joyce Kilmer Elementary as the 2011-2012 school year begins. This has allowed her opportunity to meet with the current principal and staff, district leaders, and representatives of Pearson, our External Provider.

### Pre-Implementation

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

Action: **None**

Timeline:

Budget:

-

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

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

*Instructions:*

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

*Note: Goals must be measurable and aggressive, yet attainable.*

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
<b>38.2% of all students are proficient on ISTEP+ English/Language Arts</b>	<b>50% of all students are proficient on ISTEP+ English/Language Arts</b>	<b>65% of all students are proficient on ISTEP+ English/Language Arts</b>	<b>75% of all students are proficient on ISTEP+ English/Language Arts</b>
<b>34.5% of all students are proficient on ISTEP+ mathematics</b>	<b>50% of all students are proficient on ISTEP+ mathematics</b>	<b>65% of all students are proficient on ISTEP+ mathematics.</b>	<b>75% of all students are proficient on ISTEP+ mathematics</b>

## II: Budget

### Instructions:

- 1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
- 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)

Element of the Intervention	Intervention	Resource
<b>Federal Resources</b>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards <b>School Community Coordinator:</b> Reaches out to families and community members to support school improvement	Turnaround	<b>Title I, Part A</b> - regular and stimulus funds (schoolwide or targeted assistance programs)
<b>Pearson Comprehensive Improvement Model:</b> Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded PD and leadership training <b>School Success Coordinator &amp; Differentiated Accountability Coach:</b>	Turnaround	<b>1003(a)</b> School Improvement Grant - AYP funds

<p>Onsite coaching and facilitation of collaborative data use  <b>Supplementary Administrator:</b> Assist with teacher observations/reflections/feedback  <b>IT Specialist:</b> Integrating technology &amp; troubleshooting  <b>ABLE Teachers:</b> Relieve teachers to permit data analysis, collaborative planning &amp; PD  <b>ABL Coach:</b> Provide teacher training (1 day @ week)  <b>Project Manager:</b> Complete schedules/paperwork for all elements of Turnaround in a timely fashion  <b>Future Leaders:</b> 40 hours of PD for 2 educators  <b>Pearson Learning Teams:</b> Collaborative PD &amp; leadership training  <b>Financial Incentives:</b> Bonuses based on student achievement data and performance  <b>Extended Time Learning:</b> Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending ETL  <b>Student/Family Incentives:</b> Funds to provide motivational items/events for students and families  <b>Technology Enhancement:</b> Document Projectors, iPads (6 per classroom), Air Slates (2 per classroom), Study Island  <b>ABL Supplies:</b> Materials to support an Action Based Learning environment  <b>Intervention Materials:</b> Consumable materials for tiered intervention (Navigator, Ramp Up, etc.)  <b>Travel Budget:</b> Permit principal to observe other successful Turnaround Schools and network with other Turnaround Principals</p>		
<p><i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model</p>	Turnaround	<b>Title II, Part A</b>
<p><b>State Resources</b></p>		
<p><b>Formative Assessments/Pacing Guides:</b> Scrimmages and Diagnostics with accompanying reports  <b>IPS Data Warehouse:</b> System for retaining, analyzing, and distributing records</p>		
<p><b>Technology Enhancements:</b> Updated wiring to support wireless technology at Joyce Kilmer Elementary</p>	Turnaround	District
<p><b>Technology Enhancements:</b> IStation reading intervention</p>	Turnaround	Special Education Accounts

<ul style="list-style-type: none"> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>			
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**Year Round Learning**

The district has changed the school calendar so that students attend in nine-week blocks that are followed by Intersessions which will allow Kilmer students to continue learning year round. Thus, our school calendar will include:

9 Week Quarter	2 Week Intersession	9 Week Quarter	Holiday Break	9 Week Quarter	1 Week Intersession	9 Week Quarter	4 Week Summer Session
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**Extended-Time Learning**

Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as a turnaround school, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students’ learning and readiness for middle school, high school, high school graduation, post-secondary opportunities, and careers.

Using SIG funding, we will offer all students more time for learning by adding **two hours** to the school day. Staffed by **certified teachers**, Extended-Time Learning will offer instructional support for **36 weeks, Monday through Thursday**, from 3:40-5:40 throughout the school year. An **after-school bus** (beyond the district-provided transportation at the end of the school day) will be provided so that all students will be able to **receive the tiered support** offered through extended time.

Instruction will be provided in **core academic subjects** by **certified** teachers, and approaches will vary according to student needs. Across the school year, the teacher data meetings will be held after formative assessments (3-week *Scrimmages*, 9-week *Diagnostics*). Analyses of the formative test results will reveal learning gaps, as will classroom performance and other indicators. Extended-time teachers will be able to target needs and provide the necessary support. **IStation** and **Study Island** (beginning Year 2) will be important tools for many students. Some students will work in small groups with a teacher, while others will receive one-on-one assistance.

**Saturday Writing Camps** will be an invitation only affair where the principal and another teacher will select students for intensive writing instruction based on data from formative assessment. A limit of 20 students will participate in these camps held six times each semester.

Some past efforts to improve student achievement have resulted in the elimination of enrichment activities. In particular, the students least likely to have access to enrichment activities beyond school, especially students in poverty, have been the students most likely to lose access to such activities as a normal part of their schooling in order to devote time to instructional supports. This not only narrows the curriculum and students' experience, it is also frequently counter-productive because it denies students access to the very activities that might spark their interest in learning, build their commitment to success, connect them to the resources available in their communities, and allow them to explore and develop interests that may lead them to career goals and plans.

Pearson advocates the inclusion of enrichment activities for all students, recognizing that this too has implications for the length of the school day and year, and for the ways in which the core instructional program, as well as the Tier 2 and Tier 3 instructional interventions, are organized as part of the school's comprehensive program. Pearson will work with Joyce Kilmer Elementary to develop master schedules and staffing plans that provide time for enrichment activities for all students.

## 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 2011-12*.
- 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><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;</p>	<p>IPS is committed to helping Joyce Kilmer Elementary School implement a turnaround model that will ensure all students learn. Our needs assessment determined that personnel changes, operational flexibility, and tiered instructional support would best be delivered through the Turnaround Model. We realize that Joyce Kilmer Elementary requires an on-site presence that includes the modeling and monitoring of research-based intervention strategies to successful meet the needs of all students.</p> <p>Our commitment is exemplified by our assistance in selecting an External Provider with an exemplary track record of success. Collaboratively, we analyzed needs at Joyce Kilmer Elementary and agree that applying the Pearson Comprehensive Improvement Model will allow Joyce Kilmer Elementary to successful create a learning environment where all students, especially those with special needs, can be supported to achieve a rigorous education.</p> <p>Great organizational flexibility and support has been given to Joyce Kilmer Elementary by the district. By allowing the new principal to hand-select all staff, restructure committees, and be relieved of some of the typical principal responsibilities because of her turnaround status, and equipped with the newly created <i>Scrimmages</i>, <i>Diagnostics</i>, and data reports provided through the IPS data warehouse, we believe the Joyce Kilmer Elementary School community can use data at weekly data meetings to plan instruction that will assist them in meeting their goals. These same data will be closely monitored by our Turnaround Office.</p>

<p>(d) Assessing other resources that will support 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 beginning of Joyce Kilmer Elementary as a turnaround school is well aligned to the districts creation of standards-based formative assessments. Joyce Kilmer Elementary faculty can now receive rich and timely data to inform instruction, identify students in need of intervention, and assist in helping these students become self directed learners.</p> <p>This SIG grant will supply Joyce Kilmer Elementary with state-of-the-art technology including iPads, Air Slates, document projectors, and more in all classrooms.</p> <p>IPS will receive feedback of the progress of Kilmer’s turnaround in a number of ways:</p> <ul style="list-style-type: none"> <li>• The Executive Director of Elementary Education or her designee will visit Joyce Kilmer Elementary on a weekly basis, perform Focus Walks, and personally assess Joyce Kilmer’s turnaround. She will examine the school’s data walls for timely data and review summaries of data meetings that identify school/teacher/student weaknesses so that she may personally see strategies employed to correct these weaknesses. Her findings will be shared with the Turnaround Officer and the principal in a timely manner.</li> <li>• Pearson, our External Provider, will use outcome-based expectations to help IPS and Joyce Kilmer Elementary monitor its goals and design additional strategies for reaching them. Their model includes 120 days of on-site support that will be used in a manner that is collaboratively agreed upon, based on the specific needs of Joyce Kilmer Elementary students and staff. Pearson will also support district leadership and provide reports of Joyce Kilmer Elementary progress. Collaboratively, Pearson will help Joyce Kilmer Elementary revise schedules, adjust goals, and expand its timeline to ensure a cycle of continuous improvement.</li> <li>• Data meetings will allow a variety of stakeholders to practice knowledge driven decision making to dictate professional development needs and initiative direction. <ul style="list-style-type: none"> <li>○ The <b>Community Council</b>, composed of family and community representatives, will meet <b>monthly</b> to review summative data on ISTEP+, <i>IPS Scrimmages &amp; Diagnostics</i>, identify and remove barriers to current initiatives, and celebrate successes.</li> <li>○ The <b>Instructional Leadership Team</b>, composed of the school leaders, coaches,</li> </ul> </li> </ul>
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	<p>and School and Community Coordinator, will meet <b>weekly</b> to review data from Pearson screeners, IPS <i>Scrimmages &amp; Diagnostics</i>, and ISTEP+ data to determine school wide professional development and monitor the initiatives in place</p> <ul style="list-style-type: none"> <li>○ <b>Teachers</b> will meet by grade level each <b>week</b> to review these same data sources and have data conversations with the Student Success Coordinator to learn to utilize these data to plan instruction that meets the needs of all learners.</li> <li>○ <b>IPS</b> will monitor these data conversations and initiatives through its Turnaround Office and on site <b>weekly</b> presence of Joan Harrell, Executive Director of Elementary Education or her designee.</li> </ul> <p>A Project Manager will assist Joyce Kilmer Elementary to submit all data/forms to IPS, IDOE, and/or USDE in accordance to their timelines and mandates. The Project Manager will regularly ensure that documentation of meetings and communications are captured, organized, and preserved.</p>
<p><b>Indicators of LEA Commitment</b></p>	<p><b>Description of how this commitment was or will be completed</b></p>
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> <li>(a) Identifying external providers based on each school's SIG needs;</li> <li>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and</li> </ul>	<p><b>Finding a Partner</b>  Various providers, identified as leaders in school reform, were researched, contacted and—in multiple cases—interviewed by telephone. As potential providers emerged, a good deal of time was spent investigating further. Entities previously served by providers were contacted to ascertain their perceptions of provider strengths and “lessons learned.” Evidence of impact was requested and provided by recipient districts. Each conversation helped us to further crystallize what we required from our external provider.</p> <p>Our failure to adequately meet student instructional needs—particularly students with special needs, requires expertise for improving staff performance, particularly in the area of <b>tiered intervention</b>. Further, as discovered through our investigations, we needed a partner with the willingness and capacity to routinely partner with us <i>onsite</i>. Most importantly, while provider assessment of need would be inevitable with any provider, we needed a partner that would provide diagnostic support—while simultaneously moving forward to address immediate leadership and staffing needs.</p>

documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;

(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;

(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of

We found these qualifications, and more, in our selected external provider, **Pearson**. Pearson has a rich tradition of helping educators, schools, and school systems. They recognize that reforming schools that are failing to meet their academic accountabilities is challenging and complicated work and have learned that it takes a locally based, on-site team, who are highly trained, skilled and experienced educators, combined with unique intellectual property and tools to help improve instruction, leadership, and ultimately student achievement. Their team will be dedicated to build our internal capacity to achieve significant results and ensure continuous improvement while building sustained capacity to meet AYP targets.

### **Ensuring Success**

Pearson team members have come alongside IPS to support Joyce Kilmer Elementary stakeholders as they collaborate for school improvement through this grant application and stand ready to provide the key services described below.

The scope of work and efficacy of the Pearson model is also described in a summative fashion.

progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	
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### **GETTING STARTED PHASE**

The Getting Started phase involves a deeper analysis of what the district is already doing to prepare all students for college and career readiness in grades K-12.

A team of three veteran educators will spend two days meeting with district and school-level officials and visiting our Turnaround Schools and the district. The team follows a set of protocols in its interviews and analysis. The purpose of the visit is to create a district profile that will look at the work the district is currently doing in relation to the initiative's College and Career Readiness framework. A report (**District Profile**) will be generated and shared with the superintendent and cabinet that will inform services in Year One.

In addition, this phase includes meetings with school leadership teams from the participating schools and with English language arts and math personnel from each school regarding the work for the coming school year. Planning for summer training, the identification of students for tiered interventions and adjustments in the master schedule will also be addressed with school leaders and staff during the visit.

### **PROPOSED SCOPE OF WORK**

#### **DISTRICT PARTNERSHIP**

##### District Leadership

The superintendent and cabinet will participate in a two-day retreat focusing on implementation of the Pearson Comprehensive Improvement Model initiative, based on the District Profile. During the year, the superintendent and cabinet will be involved in a seminar series of four sessions that will focus on key topics related to the initiative, including defining rigor, making tiered interventions work, and using student results to guide instructional decision-making.

The superintendent and at least one other cabinet-level person will join a network of Pearson Model districts in a national meeting to share progress, problem solve and focus on key leadership issues during the school year.

## TARGETED SCHOOL SERVICES

### Leadership Academies and Networks

The Principal and four members of the school leadership team will attend a Leadership Academy designed to orient them to the Comprehensive Improvement Model. The **Leadership Academy** will introduce the Model and describe the leadership skills needed to create a standards-based school. Participants will be introduced to implementation rubrics that serve as the basis for Quality Reviews each year. The Principal, as instructional leader, will learn how to:

- make effective classroom visits
- monitor the implementation of the Pearson literacy and mathematics tiered intervention programs
- analyze data and provide useful feedback to teachers
- provide leadership and direction for the Leadership Team

A follow-up **two-day session** will be held mid-year for the principal and a member of the Leadership Team. They will also attend a series of **six networks** during the year that will focus on implementation issues, problem solving and key leadership content, including:

- *Defining Rigor*: How to judge whether a particular piece of student work meets the standard and thinking about what it takes to help students produce such work
- *Literacy*: Implementation of the literacy program in the primary and upper elementary grades, the use of a literacy assessment in planning for instruction, and launching and delivering the 25 Books Campaign and the Book-of-the-Month program; and implementation of the Literacy Navigator program.
- *Mathematics*: Utilizing the Math Workshop format; implementing Teacher Specialists in the upper elementary grades; and implementing the Mathematics Navigator program.
- *Tiered Intervention*: How to assess students and place appropriately to get them in interventions
- *Professional Learning Communities*: Holding all Staff Meetings, Study Groups and Teacher Meetings that foster professional growth and development.
- *Organizational Structures and Scheduling*: Planning for Class Teacher and Teacher Specialists, and developing schedules that support the literacy and math blocks, as well as time for teachers to meet and analyze student work.

### Literacy Institutes

Literacy Institutes provide intensive **training in the development of literacy in young children and on how to implement a standards-based English language arts program** across the school. The Literacy Institutes emphasize the utilization of effective strategies for skills development, language experience, teaching reading and teaching writing. There will also be a focus on Readers and Writers Workshop structures and **procedures that support focused teaching** to meet assessed student needs. Genre Studies will be introduced. The participating teachers will be expected to implement a demonstration classroom, with the assistance of the Coaches, for on-site training at

their school site. The Coaches, working closely with the demonstration classroom teachers, will train the teachers utilizing this demonstration classroom.

Staff who will deliver Literacy Navigator, an intervention and instructional program for upper elementary students who struggle with comprehension of informational text, will receive training in the effective implementation of that program. This Tier 2 intervention program is built around science content.

### **Mathematics Institutes**

The Math Institutes provide training in the Mathematics Workshop structures, the Pearson Comprehensive Improvement approach to teaching mathematics, a **focus on standards**, and how to plan to **implement appropriate safety nets**. Lead teachers attend the Math Institute. The Math Institutes will provide practice in specific elements of the Pearson Comprehensive Improvement Model's approach to teaching mathematics, which incorporates building basic skills, problem solving and conceptual understanding in mathematics.

Staff who will deliver Mathematics Navigator, a Tier 2 mathematics intervention and instructional program that provides the necessary tools for students to be successful in their regular mathematics course, will receive training in the effective implementation of the program. We are recommending implementation of the Pearson's Ramp-Up to Pre-Algebra for all sixth graders at Joyce Kilmer Elementary. At least one sixth-grade teacher will attend this training.

### **Training for Coaches**

The **Coaching Institute** is designed to improve the skills of school-based coaches who will support successful implementation of the Pearson's Comprehensive Improvement Model. Coaches will also attend the Literacy and Math Institutes. The goal of this training is to build the district's capacity to continue the effective implementation of the strategies and practices learned through the Pearson model.

### **On-Site Technical Assistance**

Joyce Kilmer Elementary will be assigned a **Cluster Leader** who will manage the delivery of services to the school. Joyce Kilmer Elementary will receive **120 days** of intensive on-site technical assistance and coaching over the course of each school year from the Cluster Leader and/or field service specialists in order to address Joyce Kilmer's specific needs.

### **Effectiveness of the Pearson Comprehensive Improvement Model**

This program has helped over 2,000 schools across the country. The design boasts improved student achievement, higher test scores, increased graduation rates, fewer discipline problems, and more effective leadership and teaching.

### **State Results**

- After just one year working with the lowest performing school across the state, Arkansas elementary students **outpaced state gains in proficiency in both literacy and mathematics**.
- Over four years, average annual growth in 30 middle schools in Georgia exceeded state growth in both English language arts and mathematics. “Georgia’s Choice” has yielded **long-term, statewide results**—and has met the Georgia Department of Education’s challenge to get at least 50 percent of students to proficiency on a new state test within three years.
- In Hawaii, schools using this approach have made **steady growth in proficiency over five years** in both literacy and mathematics. Three schools that had been in restructuring met AYP for the first time.
- Over three years, elementary, middle, and high schools in Mississippi using this Model **exceeded the state growth rate in reading, language, and mathematics**. Eight of the first 40 schools identified as the lowest performing in the state exited the “priority” list after just one year as America’s Choice (a component of Pearson CIM) schools.

#### **District Results**

- Schools in Rochester, NY, made **substantial long-term gains in student achievement**, particularly for low-performing and minority students, on state tests and other nationally normed measures. The results come from an **independent, comprehensive, longitudinal study**.
- Over seven years, schools in New York City topped state gains in English language arts and mathematics. Elementary students in almost 40 of the toughest schools in the district **exceeded state gains annually and cumulatively**.
- After just one year of implementation, three Chicago K–8 schools made the city’s “**top 50 gainers**” list for composite increases on the state test.
- Niagara Falls, NY, is **closing the gap with the state** with district wide results on the state’s English language arts assessment.
- Duval County, FL, implementation is in more than a third of its 160-plus schools. The district made steady growth in reading and mathematics—and was **recognized by the state for the highest increase in “A”-rated schools**.

#### **School Results**

- William E. Doar Jr. Public Charter School for the Performing Arts in Washington, DC, selected this model when it opened in 2004. In a struggling district, the school **made AYP for the first time** in its third year of operation.

- In two years implementing this model, Chattooga High School in rural Georgia **increased its graduation rate by 20 percent and improved student performance in all subjects on graduation tests**. The school also made AYP and improved results substantially for students with disabilities.

America’s Choice, a core component of Pearson’s Comprehensive Improvement Model, is one of the most effective and highly regarded K-12 internationally benchmarked, research-based school reform companies in the US.

Much of the design is based on research on the effective education practices of more than 20 countries with strong track records of educating all students to high levels. That research, conducted by the National Center on Education and the Economy over many years, was translated into instructional materials aligned to standards, **safety net programs** to help students who are struggling to get back on track for meeting standards, and extensive professional development and coaching for teachers and principals. This program has supported more than 2000 schools in 38 states to plan and implement a standards-based system.

Last year, a landmark study of school improvement (“School Improvement by Design,” link: <http://bit.ly/70J539> ) released by the Consortium for Policy Research in Education reported that the Pearson America’s Choice programs performed significantly better than their major competitors in the field, and the study’s researchers stated, “Students in America’s Choice schools grew at a **significantly faster rate** than students in comparison schools and faster than students in all other schools.”

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).	
<p><i>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:</i></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential</p>	<p>In response to a number of IPS schools failing to meet AYP, IPS has established a Turnaround Office at the District Office to assist schools in turnaround. This office provides powerful support and direction for these schools including:</p> <p>Turnaround Officer: Dr. Li-Yen Johnson, Associate Superintendent            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 Joyce Kilmer Elementary School. She, or her designee, will be onsite at Joyce Kilmer Elementary at</p>

<p>resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>least once a week to closely review formative data and regularly conduct Focus Walks to see for herself effects of the turnaround initiative.</p> <p>The chart below illustrates IPS alignment of SIG funding for Joyce Kilmer Elementary with other resources.</p> <p>In addition, as part of our External Provider’s Getting Started Phase, a Pearson team spends three days onsite conducting interviews with school and district staff, and with community stakeholders to go deeper into the information collected. These meetings are intended as frank and open discussions about strengths and challenges. Topics incorporated into these discussions include the following:</p> <ul style="list-style-type: none"> <li>▪ The culture, practices, and attitudes around students’ achievement of college and career readiness</li> <li>▪ Uses of assessment in the system</li> <li>▪ Core curriculum and supporting instructional materials</li> <li>▪ Safety net programs to help academically at-risk students</li> <li>▪ Efforts to address levels of motivation and discipline among students</li> <li>▪ Professional development for teachers and leaders</li> <li>▪ Any other institutional supports to establish and sustain the system</li> <li>▪ How parents and the community are engaged in the school</li> </ul> <p>The team conducts Focus Walks to study and learn about the school in operation. They follow a protocol and focus on programs and practices relevant to the alignment and coherence of the school’s curriculum and systems for monitoring and supporting students’ growth. Each school visit 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, graduation requirements, textbooks, assessment systems, scheduling, and supports for special populations.</p> <p>Part of our information gathering focuses on school budgeting, paying particular attention to the various federal funding streams. They look at the distribution of professional development funds (during the school year, after school, and over the summer) and review all of the sources of funds to support the school, including Title I funds distribution, and funds that follow particular</p>
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	students. As they learn about instructional programming, they also note any duplication or gaps that may need to be addressed.
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Element of the Intervention	Intervention	Resource
<b>Federal Resources</b>		
<p>Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards</p> <p><b>School Community Coordinator:</b> Reaches out to families and community members to support school improvement</p>	Turnaround	<b>Title I, Part A</b> - regular and stimulus funds (schoolwide or targeted assistance programs)
<p><b>Pearson Comprehensive Improvement Model:</b> Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded PD and leadership training</p> <p><b>School Success Coordinator &amp; Differentiated Accountability Coach:</b> Onsite coaching and facilitation of collaborative data use</p> <p><b>Supplementary Administrator:</b> Assist with teacher observations/reflections/feedback</p> <p><b>IT Specialist:</b> Integrating technology &amp; troubleshooting</p> <p><b>ABLE Teachers:</b> Relieve teachers to permit data analysis, collaborative planning &amp; PD</p> <p><b>ABL Coach:</b> Provide teacher training (1 day @ week)</p> <p><b>Project Manager:</b> Complete schedules/paperwork for all elements of Turnaround in a timely fashion</p> <p><b>Future Leaders:</b> 40 hours of PD for 2 educators</p> <p><b>Pearson Learning Teams:</b> Collaborative PD &amp; leadership training</p> <p><b>Financial Incentives:</b> Bonuses based on student achievement data and performance</p> <p><b>Extended Time Learning:</b> Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending ETL</p> <p><b>Student/Family Incentives:</b> Funds to provide motivational items/events for students and families</p> <p><b>Technology Enhancement:</b> Document Projectors, iPads (6 per classroom), Air Stares (2 per classroom), Study Island</p>	Turnaround	<b>1003(a)</b> School Improvement Grant - AYP funds

<b>ABL Supplies:</b> Materials to support an Action Based Learning environment <b>Intervention Materials:</b> Consumable materials for tiered intervention (Navigator, Ramp Up, etc.) <b>Travel Budget:</b> Permit principal to observe other successful Turnaround Schools and network with other Turnaround Principals		
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround	<b>Title II, Part A</b>
<b>State Resources</b>		
<b>Formative Assessments/Pacing Guides:</b> Scrimmages and Diagnostics with accompanying reports <b>IPS Data Warehouse:</b> System for retaining, analyzing, and distributing records	Turnaround	District
<b>Technology Enhancements:</b> Updated wiring to support wireless technology at Joyce Kilmer Elementary	Turnaround	District
<b>Technology Enhancements:</b> IStation reading intervention	Turnaround	Special Education Accounts
<b>School Nurse &amp; Community Coordinator</b>	Turnaround	IUPUI
<b>IPS Turnaround Office:</b> Support, monitoring, and direction for turnaround schools	Turnaround	District-General Fund

Indicators of LEA Commitment	Description of how this action was or will be completed
4. <i>Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i>	

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

- (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;
- (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and
- (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:
  - (i) school administrator and staff hiring practices;
  - (ii) school administrator and staff transfer procedures;
  - (iii) school administrator and staff dismissal procedures;
  - (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

### Turnaround Officer

A designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.

To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. During the 2010-11 school year, Associate Superintendent, Dr. Li-Yen Johnson, began serving as the IPS Turnaround Officer. Giving turnaround principals direct reporting authority to her provides relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—will give turnaround principals the authority to **remove ineffective teachers** (across the school year) and the Turnaround Officer will enable the responsive action needed to enact necessary changes.

The Turnaround Officer is already working with turnaround principals at two IPS high schools. Each was given the authority to implement staffing adjustment needs, including the removal of three (of four) special education teachers, effective immediately.

**Financial incentives** for leaders and staff at turnaround 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.

Throughout the SIG grant period, the Turnaround Officer will work closely with

additional instructional and planning time.

the Executive Director of Elementary Education and the External Provider, Pearson, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically increase student achievement.

Dr. Li-Yen Johnson's resume is provided in the attached *Appendices* document.

Evaluation procedures for school administrator and staff are predominately based on school and student performance at IPS turnaround schools. They are more completely described below. **Turnaround Officer**

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### **Teachers**

In 2007, **Indianapolis Public Schools** adopted an *evidenced-based teacher evaluation model*, based on the work of Charlotte Danielson. This model focuses attention on four domains of teacher supervision and evaluation: *Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment, and Teacher Professional Obligations*.

Teachers with less than five years of experience in the district are evaluated annually with weekly walkthroughs, monthly informal observations, and one required formal observation per semester. Teachers with more than five years are placed on a four year cycle for summative evaluation.

**The district will modify its practices and policies to enable the full and effective implementation of the turnaround school model in the following ways.**

Turnaround principals will conduct weekly walkthroughs, monthly informal observations, and **annually evaluate all instructional teachers**, differentiating performance across four rating categories.

The evaluation tool has two components:

- **Part I** is based on **student performance** (weighted at **51 percent**).

To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)

- **Part II** is based on **teacher proficiencies** (weighted at **49 percent**). Four domains of performance, based on Charlotte Danielson's **A Framework for Teaching**, 2<sup>nd</sup> Edition, Evaluate Teachers' Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.

Evaluation ratings **distinguish levels** of effectiveness as: Unsatisfactory, Basic, Proficient, and Distinguished. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.

### **Staff**

**Classified staff** will also have opportunity for financial incentive. The principal will evaluate staff members twice a year using a rubric with seven categories: Leadership and/or Leadership Development, Job Knowledge and Skills Improvement, Communication, Supervision and/or Discipline of Students, Team Participation, Planning and Preparation, Parent and Community Relations.

**Flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.**

- Turnaround principals have broader authority and flexibility in filling vacancies and are **not bound by current IPS Human Resources Processes** in placement of **displaced teachers**.
- Vacancies in the turnaround schools will go through a **Posting Process** (flexibility unlike traditional IPS schools) to allow us to attract the best and the brightest.
- A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher **removal decisions in one or two weeks**.

- Turnaround principals will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.

The Turnaround Officer has given all turnaround principals the authority to select (not be assigned) staff for all positions.

- A newly-created **three-member district administrative evaluation team** collects teacher effectiveness data for the Turnaround Officer and the Executive Director of Elementary Education. The evaluation team is comprised of individuals who worked to design the new performance evaluations. Classroom observations will be conducted—using a three-tiered system that identifies those teachers who are highly-effective, those who have promise but some gaps needing support within a defined period of intervention, and those who are ineffective. This “second set of eyes” will support the principal’s efforts to ensure that turnaround staff is highly effective and supported through professional development.
- Across the school year, turnaround principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from Joyce Kilmer Elementary within two weeks.
- The Turnaround Officer will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional protocols in place for non-turnaround schools.

**Existing needs identified by district leadership** prompt two identified tasks to further support turnaround efforts and ability to accomplish the changes needed for dramatically increasing student achievement and graduation rates:

- Pearson will support school leadership’s work to examine and refine the **competencies, strategies and selection processes** currently used to identify new instructional staff. Revisions reflecting those competencies needed for the challenging work of turnaround schools will be determined and used as turnaround leaders strive to increase school capacity.
- Pearson will support the turnaround principal and its Associate Superintendent/Turnaround Officer to develop and implement a **recruitment bonus initiative**, sufficiently-enticing to **attract and retain** highly-qualified instructional staff into the turnaround school (funds set aside in the proposed budget, Personnel Costs).
- **Monthly discussions** between the Associate Superintendent/Turnaround Officer and Pearson 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.

### **Principal Evaluation Process**

Indianapolis Public School elementary principals are evaluated with a summative evaluation process each year by the Executive Director for Elementary Education. Turnaround principals will be annually evaluated by the Associate Superintendent of Curriculum/Instruction/Accountability (Turnaround Officer) with an intentional (formative) nine-week performance review. Weekly walkthrough observations and data checks will be done by the Turnaround Office staff to collect real-time evidence.

The turnaround principal evaluation will be performance-base driven, giving at least **51 percent** of the weight to the **performance of the turnaround school** (unlike traditional IPS elementary schools, weighted at 20 percent). To earn the maximum award, 75 percent of students must demonstrate proficiency (Pass) in multiple achievement categories, i.e., ISTEP+. The remaining **49 percent** is based on the **principal's administrative performance**.

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

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

- 90 – 100 points: Eligible for maximum bonus consideration
- 80 – 89 points: Eligible for a bonus consideration
- 70 – 79 points: Not eligible for a bonus consideration; a Performance Improvement Plan (PIP) is developed and implemented for administrator to continue in current position
- 69 and below points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) before termination of employment.

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

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

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

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

Area 2: Curriculum and Instruction Accountability	Value	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Score	
2A. Data Collection and the Use of Data to Increase Student Achievement: <ul style="list-style-type: none"> <li>Demonstrates annual performance targets</li> <li>Demonstrates measureable improvement in data points</li> </ul>	4	4	3	2		
2B. Impact of Title I Funding	3	3	2	1		
2C. Professional Development	3	3	2	1		
2D. Instructional	3	3	2	1		

Leadership: • Monitoring SIP strategies						
	Value	Made AYP without Safe Harbor	Made AYP with Safe Harbor	Did Not Make AYP but Made Achievement Gains	Did Not Make AYP or Gains	Score
2E. AYP Status	12	12	8	4	0	
	Value	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
2F. Public Law 221 Status	4	4	3	2	1	0
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2G. Achievement of District's Strategic Plan Accountability Goals – E/LA	4	4	3	2	0	
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2H. Achievement of District's Strategic Plan Accountability Goals -- MATH	4	4	3	2	0	
<b>Total Points AREA 2</b>	<b>37</b>					

A complete copy of the performance evaluation, detailing components for **all four broad areas** (Strategic Leadership, Curriculum and Instruction, Supervision and Evaluation of Personnel and School Operations), is provided in the attached *Appendices* document.

Because this is a new performance measure, the Turnaround Officer will solicit input from our External Provider (Pearson), to examine the merits of this evaluation tool (as well as the district rating system) for judging principals' effectiveness.

Indicators of LEA Commitment	Description of how this action was or will be completed
<b>5. Sustain the model after the funding period ends.</b>	
<p><b>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</li> <li>(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;</li> <li>(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;</li> <li>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</li> <li>(e) Identifying meaningful professional</li> </ul>	<p><b>Building Capacity for Sustained Improvement</b></p> <p>Each aspect of the implementation process and the system of supports Pearson (our External Provider) provides is designed to scaffold development of capacity for sustained improvement within each school and district.</p> <p>Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for people in the system as they take on new roles, tackle new problems, or approach tasks in different ways from those they have followed in the past. Pearson uses debriefing processes and transparent facilitation and provides protocols to transfer these practices to participants, treating seriously the importance of the process of gradual withdrawal of scaffolding as the people in the system grow in competence and confidence in their changed roles. This approach is reflected in the design of professional development and, especially, in the way Pearson field services teams provide onsite technical assistance and coaching. The scaffolds Pearson provides are designed to build capacity so that the people in the system can assume responsibility, independent of their support, for continuing improvement at the end of our formal engagement.</p> <p>Pearson will conduct two Quality Reviews each year, centered on the school portfolio developed by the ILT, that will summarize the impact of the implementation to date and provide data driving future action steps.</p> <p>Using findings from IDOE monitoring site visits, and ongoing collaborative work with Pearson, the Associate Superintendent/Turnaround Officer will sustain reform efforts, minimally, at four levels:</p>

<p>development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</p> <p>(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> <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>(a) Findings from IDOE monitoring site visits and Quality Reviews and ongoing collaborative work with Pearson will be reviewed by the Turnaround Officer and turnaround principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Turnaround Officer will support the turnaround principal by eliminating barriers that interfere with the efficient and effective implementation of the model.</p> <p>Simultaneously, the Associate Superintendent/Turnaround Officer will hold the turnaround principal accountable for maintaining fidelity to the model;</p> <p>(b) To keep key leadership apprised of turnaround school progress and to solicit their input and continuous support, data findings will be:</p> <ul style="list-style-type: none"> <li>• directly reported to the Superintendent;</li> <li>• shared at weekly superintendent's cabinet meetings;</li> <li>• periodically updated in the superintendent's <i>Weekly School Board Notes</i>; and</li> <li>• reported quarterly to the School Board <i>Education Committee</i>.</li> </ul> <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; and</p> <p>(d) Findings from <i>Phase I</i> turnaround schools will offer subsequent intervention schools with invaluable "lessons learned," as the next round of intervention schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates.</p> <p>In addition, monthly meetings with the Community Council will keep all stakeholders apprised of implementation progress. This group, and Joyce Kilmer's Educational Achievement Team, in conjunction with the Pearson Cluster Leader, will design appropriate next steps to foster continuous improvement, identify barriers inhibiting initiatives, and work to remove those barriers.</p>
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<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>The committee structure and system of distributed leadership established at Joyce Kilmer Elementary will allow the school to continue to use data for continuous improvement.</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 as described in the following table:</p>
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<b>SUSTAINING SCHOOL IMPROVEMENT</b>	
<b>SIG FUNDED ELEMENTS</b>	<b>SUSTAINABILITY</b>
Professional development in differentiated learning Training on using iStation and Study Island Professional Development on integrating technology to support differentiated learning	Following three years of training, supported by grant funding, staff will have the internal capacity to locally-provide and sustain training needs. Licensing fees to support differentiated interventions (RTI) could be sustained through IDEA.
30 days of extended-time Professional Development 3 full-time ABLT Teachers 1 full-time Technology Specialist 1 full-time DA Coach 1 full-time Student Success Coordinator	Potential funding source: Title I
Performance-based financial awards Support for Future Leaders	Competitive grant application to the U.S. Department of Education (Teacher Incentive Awards); Gates Foundation

Behavior Management Specialist Training	IPS special education School Improvement Coaches will shadow the Specialist over the course of his work under this project. Over a 3-year period, they will become internal resources to sustain this training.
Extended-Time Learning costs for teachers and transportation	Allowable costs under Title I
Site licenses to support technology integration and wireless card fees	Technology grants
External Provider and Project Manager	Capacity gained through leadership of provider should enable us to model practices acquired. With an established model for monitoring in place, administrative staff could assume this responsibility. What would be lost, however, is the benefit of outside perspective.

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

➤ **Instructions:**

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

**Turnaround Model**

(Guidance Document, Section B, pages 26-31)

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

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
I. <i>Replace the principal and grant principal operational flexibility.</i>	<p><b><u>New principal selected for Kilmer Elementary</u></b></p> <p>Ms. Guthrie was selected to lead instruction at Joyce Kilmer Elementary after distinguishing herself in the classroom, the IPS Future Leaders program, and in administrative roles in IPS schools. She has a proven record of improving student achievement as a teacher, instructional coach, assistant principal, principal practitioner and co-principal.</p> <p><b>Flexibility has been provided to the Ms. Guthrie for</b></p>	Principal selected by Superintendent Dr. Eugene G. White	January 2011

	<p><b>hiring, retaining, transferring and replacing staff.</b></p> <ul style="list-style-type: none"> <li>• Turnaround principals have broader authority and flexibility in filling vacancies and are <b>not bound by current</b> IPS Human Resources Processes in placement of <b>displaced teachers</b>.</li> <li>• Turnaround principals are able to <b>interview</b> and <b>select</b> teachers, rather than be assigned faculty.</li> <li>• All positions in the turnaround schools will go through a <b>Posting Process</b> (flexibility unlike traditional IPS schools) to allow us to attract the best and the brightest staff.</li> <li>• A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher <b>removal decisions</b> within <b>two weeks</b>.</li> </ul> <p>Additional operational decision that will be flexible for turnaround schools include:</p> <ul style="list-style-type: none"> <li>• The School Improvement Grant proposal, rather than the traditional School Improvement Plan will govern Joyce Kilmer's professional development, committee structures, goals, and action steps.</li> </ul> <p>Joyce Kilmer Elementary School will receive weekly visits from the Executive Director for Elementary Schools Office and periodic visits from the Associate Superintendent/Turnaround Officer to provide visibility, support, and remove barriers to full turnaround implementation.</p>		
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>	<p><b><u>Selection of New Staff</u></b>  The new principal started screening and selecting staff during the Spring of 2011. This allowed Ms. Guthrie the opportunity to:</p> <ol style="list-style-type: none"> <li>1. <b>observe classrooms</b> and evaluate each of the current staff member's classroom management and instructional delivery</li> <li>2. review candidate's personnel documents, including <b>evaluations</b> by other principals,</li> <li>3. conduct/attend meetings with the current staff and observed their <b>interpersonal skills</b> as they interact in this setting, in classrooms, and in one-on-one situations during <b>interviews</b>.</li> </ol> <p>Ten of the 23 staff members (43%) were rehired.</p>	<p>Ms. Guthrie, Principal</p> <p>IPS Human Resources</p>	<p>Beginning Feb. 2011</p>
Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p>In order to recruit and retain staff, IPS will implement:</p> <ol style="list-style-type: none"> <li>1. financial incentives</li> <li>2. career growth opportunities</li> <li>3. enhanced work conditions</li> </ol> <p>Specific information on these incentives is detailed below.</p>	<p>*Principal *Curriculum &amp; Instruction Division</p>	<p>August 2011- May 2014</p>

## **Financial Incentives based on Student Growth**

Teachers will have **opportunities to earn additional hourly-pay** for instruction provided during after-school, Extended-Time Learning (two hours, four days a week), Saturday Writing Camp, Intersessions, and Summer Intersession.

**Differentiated financial incentives**, up to \$5,000 annually, will be available for teachers and leaders meeting student and individual performance goals.

All teachers will have the opportunity to receive financial incentives based on student data and teacher evaluation.

**Part I** of the incentive is based on the following data:

### **Student Performance**

- 75% of students demonstrate proficiency on the ISTEP+
- 75% of students score 76% or higher on Diagnostic Benchmark assessment
- 75% of students reach benchmark on DIBELS assessment & score in Lexile grade level range

### **Teacher Attendance**

- 98%-100% Attendance  
(NOTE: Do not include FMLA and personal days in attendance calculation.)
- Attends and contributes to all STPT meetings, turnaround professional development activities, staff retreat, family retreat, and extended day activities.

### **Implementation of Turnaround Initiatives**

- Develops and applies Turnaround Strategies and the IPS Annual Core Coverage to make the curriculum balanced, rigorous, and relevant. Student ownership of learning is evident.
- Reflects and improves the effectiveness of literacy instruction continuously within and across content areas. Student work demonstrates increased proficiency.

**Part II** of the incentive is based on teacher evaluation in the following areas:

- Planning and Preparation (Knowledge of Content & Pedagogy, Knowledge of Student Setting Instructional Outcomes, Knowledge of Resources, Designing Coherent Instruction, Assessing Student Learning);

- The Classroom Environment (Creating an Environment of Respect And Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space);
- Instruction (Communicating with Students, Using Questions and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness);
- Professional Responsibilities (Reflection on Teaching, Maintaining Accurate Records, Communication with Families, Participating in a Professional Community);

Teacher Incentive Program Evaluation and Bonuses will be completed by the principal with review by the Turnaround Officer twice each year.

Support for new and struggling teachers is an important component of this work. Overall strategies for supporting these individuals include:

- Turnaround building administrators will conduct **daily classroom observations** and provide feedback relevant to teachers' effective practices and areas requiring continued development.
- New **performance-based annual teacher evaluations** will be conducted by turnaround building leadership and struggling teachers will be given opportunities for (and directed to obtain) support to improve their practices (via both **job-embedded**/during school hours assistance, as well as **extended-time**/beyond the regular school day, week or year).
- Through the use of three (3), full-time and experienced ABLE Teachers, classroom teachers will be routinely released from classrooms to increase their competencies by participating in professional development. **Weekly grade level teacher team meetings** will be offered by the Student Success Coordinator and DA Coach to help teachers interpret formative assessment results (e.g., 3-week *Scrimmages*, 9-week *Diagnostics*) and discuss strategies for adjusting instructional practices and identifying students for additional intervention.
- The Student Success Coordinator, DA Coach, turnaround principal, and ABLE Teachers will **model instruction**, as needed.
- Teachers will be able to **observe other exceptional teachers' instruction**, through classroom release, enabled by ABLE Cadre teachers.
- Teachers will also have **30 days of professional development** for training opportunities that occur *outside the regular school day, week or year* (e.g., multi-day summer trainings for implementing *literacy/math workshops, technology* trainings).

With the approval of the turnaround principal, teachers will be able to attend professional development outside the district (e.g., university offerings, workshops providing professional development in areas targeted for teachers' individual growth).

### Expanded Career Opportunities

The principal will work with the Curriculum & Instructional Accountability Division to train future leaders on a value-based leadership program focusing on the following areas:

Teaching & Learning; Beliefs & Orientation; Strategic Management; and Leadership Qualities.

Two staff members will be identified and supported to become **Future Leaders** through this initiative. These emerging leaders will benefit from extended-time learning provided by district and external experts—both inside and outside of the district. The SIG grant will support **40-paid hours, annually**, of professional leadership growth.

Gaining knowledge and confidence, Future Leaders will **assume leadership roles** within the turnaround schools. Our external partner, **Pearson**, will be an integral partner in framing the syllabus and supporting this **career-growth model**.

**Enhanced Working Conditions**

Staff will benefit from the latest technology, intensive and extensive professional development, shoulder to shoulder coaching, and flexibility to see their initiatives in action.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>A particular strength of the turnaround strategy is the involvement of SIG-funded ABLÉ Teachers. The ABLÉ Teachers are certified teachers who are experienced and well-regarded professionals. They understand building routines and procedures and can ensure that learning continues while classroom teachers are away from their students.</p> <p>Three <b>full-time ABLÉ Teachers</b> will be permanently placed at Joyce Kilmer Elementary School to support the continuous job-embedded professional development of turnaround teachers. The principal has been given authority to select these teachers to ensure the most qualified candidates meet building needs.</p> <p><u>Title I School Improvement Coaches</u></p> <p>As a school in Title I improvement status, the turnaround</p>	<p>Principal; Curriculum &amp; Instruction Division</p>	<p>Summer 2011 Continuous training through-out year -- May 2014</p> <p>For more specific information, see timeline that follows Capacity Task #15.</p>

	<p>school share a 3-member Title I school improvement (SI) coaching team among 15 other schools. The SI coach team is comprised of a data coach, literacy coach, and math coach.</p> <p>With the strong recommendation of the turnaround principal, <b>SIG grant</b> monies will be <b>used to sustain a full-time Student Success Coordinator and a Differentiated Accountability Coach (DA Coach)</b> at Joyce Kilmer, across the grant funding period.</p> <p><u>Selection and Qualifications of Student Success Coordinator &amp; DA Coach</u></p> <p>The Student Success Coordinator and DA Coach are identified and selected based on guidelines provided by the Indiana Department of Education, Title I Office:</p> <ul style="list-style-type: none"> <li>• A minimum of 5 years of successful classroom teaching experience</li> <li>• Master's degree preferred with concentration in reading/math education</li> <li>• Highly effective interpersonal and group communications skills</li> <li>• Strong knowledge base of best practices in instruction</li> <li>• Strong work ethic, self-directed, and self-motivated</li> </ul> <p>The Student Success Coordinator and DA Coaches are expected to have deep knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Data:</i> Reading, interpreting, and applying it to determine appropriate instruction with the ability to teach others to do the same</li> </ul>	<p>Ms. Guthrie, Principal</p>	<p>Hiring to commence upon announcement of grant funding.</p>
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	<ul style="list-style-type: none"> <li>• <i>Research-based reading and language arts programs:</i> Knowledge of a variety of programs, their research base, and their appropriate application to specific students and settings</li> <li>• <i>Instructional practices for struggling students:</i> Ability to model for other teachers and from coaching to solo implementation</li> <li>• <i>Collaboration:</i> The ability to work well with others, encourage and support them</li> <li>• <i>Skilled observations:</i> Observations of teachers and students are to be supportive rather than evaluative</li> <li>• <i>Professional Development:</i> High quality communication skills; knowledge of research and ability to share effectively with others</li> </ul> <p>Pearson will provide a <b>Coaching Institute</b> for all of our coaches in the Pearson Comprehensive Improvement Model supporting literacy and mathematics through workshop settings. Coaches will be equipped to support trained teachers to become demonstration classrooms for other staff members.</p>	Pearson Trainers	Aug. 2011
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Job-Embedded Professional Development for Classroom Teachers

Classroom teachers receive job-embedded professional development that is differentiated according to each teacher’s need. Topics are determined by our annual goals. Professional development focuses on helping all teachers use data to differentiate instruction in a manner that supports learning for all students.

Professional development is delivered through both extended-time learning as well as during the school day.

**Extended-time learning opportunities** include, but are not limited to:

- Multi-day summer training for vision setting, behavior management, implementation of instructional strategies and interventions to improve literacy and math: *Pearson's Comprehensive Improvement Model* implementation, Behavior Management, Action Based Learning, and *technology* trainings.
- Occasional Saturday and/or Intersession Training for follow up training on summer training topics.

**Weekly job-embedded professional development** is enabled by ABLE Teachers who cover classroom instruction during teachers' professional development training, e.g., for Student Success Coordinator and DA Coach data meetings (to interpret assessment results, use data to adjust instruction and identify student intervention needs), Structured Teacher Planning Time weekly trainings to build common language and share best practices, to work with and learn from Pearson field specialists, and to observe best practices in colleagues' classrooms.

The full-time, SIG-funded, Student Success Coordinator facilitates weekly grade level teacher meetings to **interpret assessment data results** (from 3-week *Scrimmage*; 9-week *Diagnostics*; ISTEP+, etc.); use findings to **adjust instructional practices; share best practices; and identify student intervention** needs.

**Weekly, Structured Teacher Planning Time** meetings, will be held for grade level teacher teams to develop common language and institute effective strategies and practices across curricular areas. Targeted areas of focus will be based on needs assessment data findings and formative (e.g., *Scrimmage, Diagnostic*) assessment results. During Year 2 and 3, these meetings become Learning Teams time as teachers use the structured protocol to use a process the mirrors the 8-Step Process to improve instruction for their students in either vertical or horizontal teaching teams.

- The turnaround principal, DA Coach, and School Success Coordinator, along with targeted Pearson field specialists, **model instruction** in teachers' classrooms.
- **Daily Focus Walks** of instructional staff, conducted by turnaround building administrators/ coaches, enable leadership to readily identify best practices that warrant observation by other colleagues. The principal provides feedback to observed teachers to praise effective practices and to **identify areas requiring further support** through professional development opportunities.

- Using release time covered by full-time ABLÉ Teachers, classroom teachers will **observe** instruction in the rooms of **colleagues who have demonstrated effectiveness** in managing their classrooms, engaging students, and meeting students' needs by differentiating instruction to increase academic performance.

Professional Development to Address Unique Teacher Needs

In the past, professional development efforts for instructional staff have been, understandably, *district-driven*. Examples include recent, district-wide, professional development training for using the new, uniform *Instructional Cycles* (curriculum pacing guides, aligned to State Academic Standards) and relevant formative assessments (3-week *Scrimmages* and quarterly *Diagnostic* (benchmarks) aligned to the academic standards.

While district-driven professional development of this nature is invaluable, training needs unique to individual schools (or individual teachers) have not enjoyed this same level of support. With three full-time ABLÉ Teachers on staff, professional development activities will be occurring daily, involving collaborative work of instructional leaders, coaches, and individual teachers.

Teachers will be able to use release time to participate in **personalized professional development**—to observe and learn from best practices used by colleagues in other classrooms.

As individual teacher needs are identified through performance evaluation or administrators' classroom observations, teachers will be directed to **personalized** professional support either through (a) **job-embedded**/ during-school release time, using the ABLÉ Teachers to cover their classrooms; or (b) **extended-time**/beyond-the-regular-school-day, -week or -year professional development opportunities. *Observe 360*, a web based **teacher effectiveness tool**, will be used to hone in on specific strengths and needs of individual teachers.

These **trainings are required** and teachers have committed to attend and are paid their hourly rate to participate.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	<b><u>Governance Structure</u></b> The district is committed to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement improvements,	Associate Superintendent/ Turnaround Officer	May 2011

	<p>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>The principal will be supported by the district through a <b>direct-report</b> to the Associate Superintendent (the Turnaround Officer), thus enabling <b>relief</b> from the traditional organizational structures that exist in the nation’s largest and most-complex educational systems. When barriers to accomplishing needed reform are encountered, the Associate Superintendent will intervene to clear those obstacles.</p>		
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**IPS Turnaround Office**

The 2011-2012 school year brings a new Turnaround Office to IPS District Office. Newly appointed personnel will staff this office and support the turnaround at all IPS Turnaround Schools.

For example, Turnaround principals will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.

- The Turnaround Officer and/or the Executive Director for Elementary Education or designee will provide weekly visits to Joyce Kilmer Elementary, observing instructional practices, collecting findings that will contribute to the turnaround principal’s performance evaluation, and helping turnaround principals address barriers that interfere with turnaround efforts. Dr. Johnson and Mrs. Harrell will be a **highly visible presence**, supportive and available, at Joyce Kilmer Elementary.
- Throughout the SIG grant period, the Turnaround Officer will work closely with the **External Provider, Pearson**, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement and graduation rates.

This **partnership** provides two critical components of a successful turnaround effort.

- 1) **Pearson** brings the **experience and the competencies needed to change school culture and practices** that result in the increased effectiveness of leadership and teaching, thereby influencing increased student achievement.

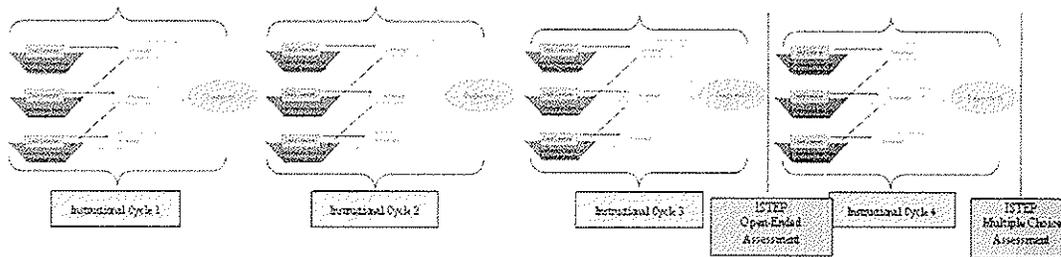
- 2) Dr. Johnson brings the **commitment** to supporting turnaround principals, **direct access to the Superintendent**, the **authorization to dedicate significant time** to turnaround schools, and the **know-how and authority to quickly take necessary actions** identified by Pearson and turnaround principals.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>6. <i>Use data to implement an aligned instructional program.</i></p>	<p><b>Data Driven Instruction</b>            Triangulated key findings from our examination of student needs revealed significant teacher deficiencies in adequately preparing students to master Indiana academic standards. A root cause was the lack of a uniform accountability system for what would be taught (by all teachers), how students' progress in attaining required skills across the school year would be monitored, and what would be done to adjust instruction as student needs were identified.</p> <p>Beginning in the current school year, all content teachers in the turnaround schools are accountable for:</p> <ul style="list-style-type: none"> <li>• using new <i>Instructional Calendars</i> (pacing guides) to focus instruction on identified Indiana Academic Standards</li> <li>• administering uniform 3-week formative assessments (<i>Scrimmages</i>) and quarterly assessments (<i>Diagnostics/Benchmarks</i>)</li> <li>• using formative assessment results to adjust instruction and provide targeted interventions</li> <li>• participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices</li> </ul>	<p>Principal; Curriculum and Instruction Accountability Director</p>	<p>Summer 2011-May 2014</p> <p>(See timeline that follows Capacity Task #15 for more specific information)</p>

	<p>Indiana Academic Standards are taught and maintained (periodically revisited) using a 9-week <i>Instructional Calendar</i> (pacing) covering four <i>Instructional Cycles</i> across the school year.</p> <ul style="list-style-type: none"> <li>• Within Cycle 1 (the first 9-weeks of the school year), identified standards will be taught with <i>Scrimmage</i> assessments administered every three weeks. Daily lessons prepare students for the 3-week <i>Scrimmage</i> tests.</li> <li>• <i>Scrimmage</i> is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers).</li> <li>• Disaggregated results are back to teachers within two days. <i>Scrimmage</i> data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills.</li> <li>• Re-teaching occurs.</li> </ul>		
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Within an Instructional Cycle (9-weeks), three *Scrimmage* assessments prepare students for quarterly *Diagnostic* (Benchmark) Assessments. These diagnostic assessments gauge students’ progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught standards. The following illustration shows the Four Instructional Cycles across the school year.



**SIG funding will support educators at multiple levels to employ the 8-Step Process to ensure that they have the skills and the tools needed to dramatically increase student achievement as they employ the Plan, Do, Check, Act cycle.**

### Monitoring School Level Data

Turnaround **principals** are responsible for monitoring school level data and ensuring that teachers are able to interpret assessment results and use them to inform instruction. Joyce Kilmer’s principal will be assisted to effectively use data to drive instruction by her Pearson Cluster Leader, Student Success Coordinator, and DA Coach. Working with the ILT, this leadership team will use the 8-Step Process to continually use data to drive their turnaround.

To help **teachers** apply data analysis to classroom instruction, they will be released (generally in 1-hour increments) for job-embedded professional development provided by the Student Success Coordinator. In weekly, scheduled sessions, grade level teacher meetings are held with the Student Success Coordinator:

- Interpret assessment data results (from 3-week *Scrimmages*; 9-week *Diagnostics* and *Acuity*)
- Support teachers’ use of testing results to adjust instructional practices
- Share best practices
- Identify student intervention needs

These formative assessment results also will be used to identify students who will be required to attend Extended-Time Learning, and will serve as the basis for the extended-time design of teachers’ structured intervention instructional strategies.

Within the new teacher performance evaluation, teachers are judged—in part—on their implementation of strategies provided through professional development trainings.

**Monitoring Data from New Technology**

Through SIG grant funding, web-based intervention tools will be used to help teachers help students reach higher levels of achievement—across all content areas. The reporting capabilities allow teachers and administrators to see timely aggregate use and performance reports. These reports provide teachers and administrators with frequency of use, completion of assignments (date and time stamped), and the level of mastery appropriate for the students’ zone of proximal development.

Multi-day, extended-time professional development training will initially be provided to teachers , showing them how to use *iStation and Study Island* with their students and to access real-time data to monitor students’ use, proficiency rates, and growth.

Ongoing, job-embedded professional development will be provided to teachers, during Structured Teachers Planning Time trainings to support classroom teachers’ most-effective use of the supplementary instructional tool.

The **Turnaround Officer**, the **Executive Director of Elementary Education**, and the **Pearson Cluster Leader**, will continuously use data to track the progress of the turnaround school, identify areas of greatest need, and take corrective action. The **Community Council** will use these data to oversee the success of the turnaround each month.

<b>Elements</b>	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
7. <i>Promote the use of data to inform and differentiated instruction.</i>	<p><b>Training Teachers to Adjust Instruction</b></p> <p>Through the use of three, full-time and experienced ABLE Teachers, classroom teachers will be regularly released each week from classrooms to increase their effective use of data competencies by participating in professional development. <b>Weekly</b> grade level teacher meetings will be facilitated by the full-time Student Success Coordinator and DA Coach to help teachers interpret formative assessment results (e.g., 3-week Scrimmages, 9-week Diagnostics),</p>	Principal	<p>July 2011-May 2014</p> <p>(Suggested time periods for training educators for implementing the LT model will depend</p>

	<p>discuss strategies for adjusting instructional practices, and identify students for additional intervention.</p> <p>The Student Success Coach, DA Coach, Principal, and supplemental administrator will observe teachers as they implement collaboratively developed instructional decisions. The coaches and principal will also model effective application of job-embedded professional development so that teachers will comprehend and transfer these strategies appropriately for their particular grade level or content area.</p> <p>The Pearson intervention programs also include a comprehensive assessment component developed in partnership with the Australian Council for Educational Research (ACER).</p> <p>Teachers will be expected to check student performance throughout the school year and adjust teaching to meet student needs. There are a wide range of assessment opportunities built into the core, intervention, and acceleration programs. Teachers are trained to use a broad variety of tools to learn what their students know and how best to approach their individual learning needs. Using assessment data to make informed decisions about what is to be taught or to revise instructional plans to address identified needs will enable teachers to bring all students to standard and beyond.</p> <p><b>Assessment and Reporting Online</b></p> <p>The web-based Assessments and Reports Online (ARO)</p>		<p>upon their readiness. We hope to introduce the model at the end of Year 1 and fully implement the model during Year 2 as indicated on the time line that follows Capacity Task #15.)</p>
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	<p>system that is part of the Pearson Comprehensive Improvement Model provides a robust reporting mechanism that offers progress monitoring, instructional direction, and growth analysis, for students enrolled in Navigator programs and Ramp-Up courses. Reports are available immediately either after students conclude online testing or upon the uploading into the system of electronic data generated from administration of paper-and-pencil tests. Reports provide <b>real-time actionable instructional guidance</b> to teachers and students and satisfy the requirements of the federally defined criteria for progress monitoring, especially for Response to Intervention.</p> <p>All turnaround teachers are expected to participate in job-embedded professional development, e.g., Student Success Coordinator and DA Coach data meetings (to interpret assessment results, use data to adjust instruction, and identify student intervention needs), Structured Teacher Planning Time weekly trainings to build common language and share best practices, to work with and learn from Pearson field specialists and trainers, and to observe best practices in colleagues' classrooms.</p> <p>The focus on teacher collaboration moves to a further stage at advanced stages of implementation. As professional capacity grows, our focus moves to supporting sustained, self-directed professional learning. The <b>Learning Teams (LT)</b> model offers a means of enhancing development of collaboration that will support this goal. LT brings teachers and administrators together in focused, collaborative settings on a regular basis to systematically examine their practice, set concrete goals and objectives, and work together to improve teaching and learning. LT provides</p>		
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	<p>both teachers and administrators with the necessary framework for integrating transformative instructional strategies into their work and sustaining the school's journey to becoming a high performing school.</p> <p>As one of the few programs to have scientifically validated the positive effects of its teacher collaboration model on student achievement, LT has demonstrated success in both high performing and challenged schools. Additionally, LT promotes more distributed school leadership to improve the implementation fidelity as well as the classroom impact of other initiatives in curriculum and instruction.</p> <p>Results from a five-year study of Pearson's collaborative LT model indicate that LT provides "more focus in grade-level and ILT meetings on student academics, systematic and joint planning, purposeful use of assessment data (of all kinds), and efforts to implement and evaluate jointly developed instruction" (Gallimore, et al, 2009<sup>1</sup>). Research also suggests that LT improves retention as teachers become empowered with greater instructional decision-making (Borman &amp; Dowling, 2008<sup>2</sup>). In a study of 2,000 former and current California teachers, decision-making autonomy was the one factor that mattered most to teachers who chose to stay in the field, more so than adequate pay or effective system supports (Futernick 2007<sup>3</sup>).</p>		
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<sup>1</sup> Gallimore, R., Ermeling, BA, Saunders, WM, & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal* (special issue edited by Morris & Hiebert), 109 (5), 537-553.

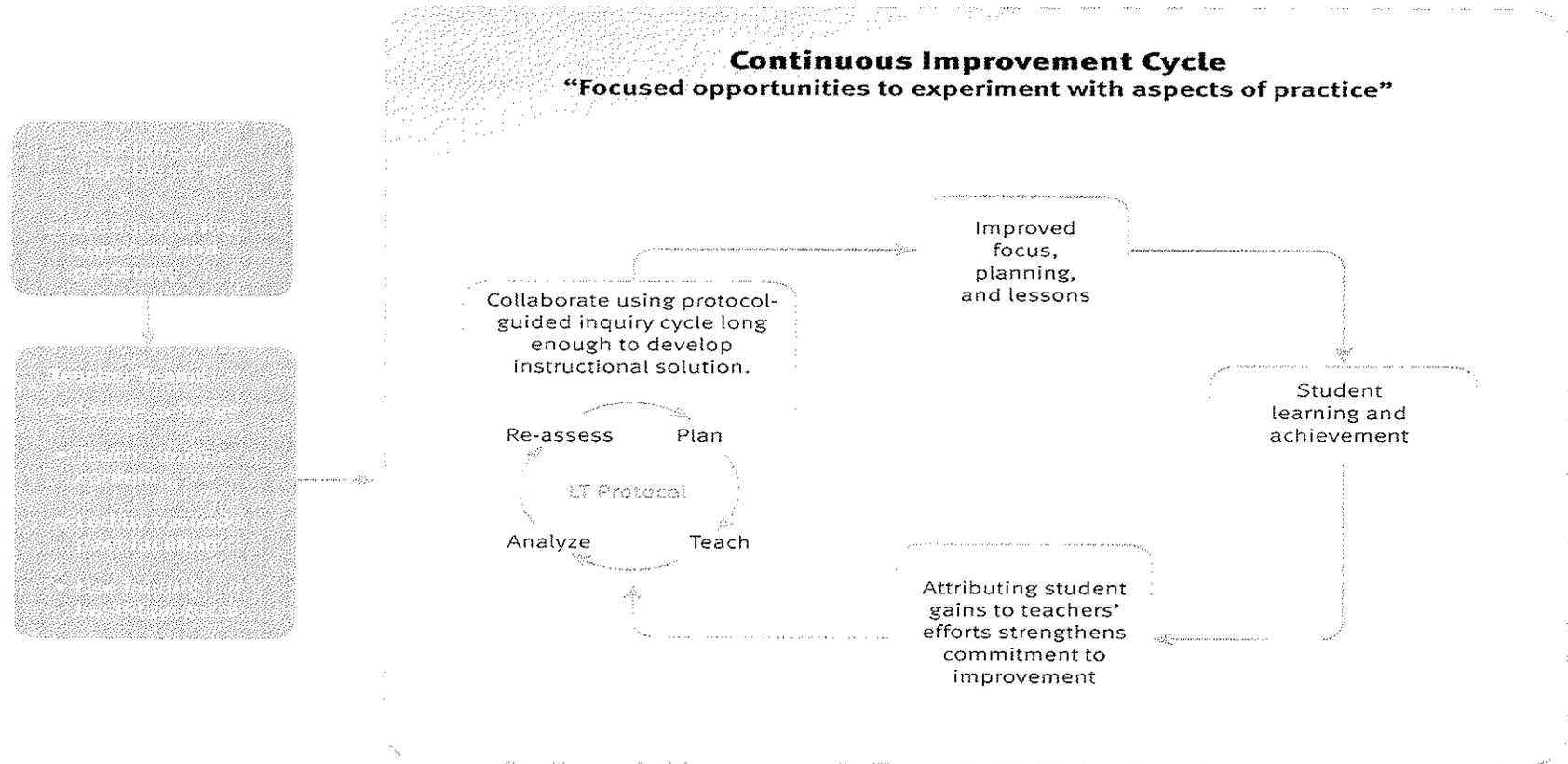
<sup>2</sup> Borman, GD & Dowling, NM (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78, 367-409.

<sup>3</sup> Futernick, K. (2007). A possible dream: Retaining California's special education teachers. Retrieved January 1, 2010, from [http://www.calstat.org/textAlt/SpEDge\\_eng/sum07edge.html](http://www.calstat.org/textAlt/SpEDge_eng/sum07edge.html)

Anticipated Outcomes. Well-implementing LT schools should yield the following outcomes within 1-3 years:

- Gains in student achievement that significantly surpass the average rate of gain among schools in the same district and the state
- Effective teacher workgroup meetings in which teachers spend the majority of time planning, evaluating, and refining their teaching
- Greater capacity among teachers to provide effective instructional leadership to workgroups and the staff as a whole
- Sharper and more enduring focus on academic goals and outcomes
- Stronger collective commitment among staff towards improving teaching, learning, and student achievement

**The Learning Teams (LT) program is supported by a clear, research-based Theory of Action.** As the following diagram illustrates, the LT theory of action is based on *effective leadership* and *stable settings* that support *collaborative teacher teams led by trained peer facilitators*. This in turn supports a cycle of continuous improvement within which teachers receive “focused opportunities to experiment with aspects of practice” in the classroom. Once teachers are engaged in the collaborative, protocol-guided inquiry cycle, resulting gains in student learning and achievement provide them with outcomes they can attribute directly to their own instruction, which in turn strengthens their commitment to continuously improve their practice.



The LT Model. The LT program model includes 5 distinguishing features:

- 1) **Teacher Workgroups.** Teachers work together 2-3 times per month to improve their teaching on a regular basis in job-alike teams (horizontal: grade-level or vertical: content-area teams).
- 2) **Stable settings** that bring teachers and administrators together to study, refine, and implement instructional strategies targeted at specific student needs. These include (1) teacher workgroups (4-8 teachers from the same grade or content area who meet twice a month); and (2)

an Instructional Leadership Team (teacher leaders and administrators who meet monthly to coordinate workgroup progress). These meetings bring educators together to work toward common instructional goals using a process that expands upon the 8-Step Process.

- 3) **Protocols** for team collaboration that help teachers use data and inquiry to drive instructional improvements. The primary LT protocol helps teachers identify common student needs; find or develop appropriate means to assess student progress toward targeted learning objectives; jointly plan, prepare, and deliver lessons; use evidence from the classroom to evaluate the commonly planned and delivered lessons; and reflect on the process to determine effectiveness and next steps.
- 4) **Leadership Training**. The LT model is designed to develop strong instructional leaders throughout the school. The program includes two leadership institutes for teacher facilitators each year, as well as monthly support delivered directly to the principal and teacher leaders.
- 5) **Site-level Assistance & Training** to sustain implementation, maintain focus, and build local capacity. A dedicated **LT Advisor provides on-site assistance and training** to each school throughout the year, with face-to-face support at all ILT meetings, assistance to select teacher teams, and monthly planning meetings with the administrator.

**Supporting Teachers Who Struggle with Using Data to Inform Instruction**

Joyce Kilmer Elementary administrators and coaches will observe classroom instruction, on a daily basis, to ensure that teachers are differentiating instruction, applying the strategies learned in professional development trainings, and using data to inform and differentiate instruction.

Turnaround principals, the DA Coach, Pearson field specialists, and the Student Success Coordinator will coach and **model** effective instructional practices. Struggling teachers are released from classroom instruction (using ABLE Teachers to cover classrooms) in order to **observe colleagues** who have received intensive training in using a workshop approach to differentiate learning and effectively use data to inform instruction.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
8. <i>Provide increased learning time for students and staff.</i>	<b>EXTENDED-TIME LEARNING for TEACHERS</b>	Principal	Summer 2011-

	<p>Beyond <b>required</b> job-embedded professional development opportunities, <b>extended- time teacher training</b> also occurs beyond the school day, week or year.</p> <p>To support <b>extended-time</b> professional development for teachers, up to <b>30 paid PD days, per teacher</b>, will be available for teachers. Specific topics will be dependent upon student data, which will be the driver for all PD.</p> <p><b>EXTENDED-TIME LEARNING for STUDENTS</b></p> <p>Using SIG funding, we will offer all students more time for learning by adding <b>two hours</b> to the school day. Staffed by <b>certified teachers</b>, Extended-Time Learning will offer instructional support for <b>36 weeks, Monday through Thursday</b>, from 3:40-5:40 p.m., at Joyce Kilmer Elementary.</p> <p>While interventions will be structured and tailored to individual needs that are supported by data, there will be sufficient flexibility and supports to ensure that adequate extended-time opportunities are available that will provide enrichment opportunities.</p> <p>For example, we know that many of our students are unable to remain for help immediately after school because of transportation issues. Anticipating that, the turnaround schools will provide bus transportation (beyond the district-provided transportation at the end of the school day).</p> <p>A monthly <b>Saturday Writing Camp</b> will be offered to a maximum of 20 students six times a semester. The principal and one teacher will conduct this camp that will target students (based on data) who would benefit from this</p>		August 2014
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	<p>intensive (2 hour) opportunity.</p> <p>Extended-Time Learning for staff and students are described more fully below.</p>		
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**SIG grant-funded extended-time learning opportunities** for teacher include, but are not limited to:

- Multi-day **summer trainings** for the implementation of instructional strategies to improve literacy and math comprehension at the turnaround school. During the Staff Retreat, teachers will participate in revisioning and receive training to effectively use new instructional tools to differentiate instruction. All faculty are mandated to attend these trainings.
- Occasional Saturday trainings will provide follow up institutes as well as trainings scheduled during Intersessions. (Typically these trainings would be for sub groups of faculty, based on need, rather than the entire staff).
- Turnaround **teachers identified as requiring additional training** (e.g., via principal referrals based on classroom observations, or performance evaluation results), **must participate** in additional training—through *Open Lab*, or other trainings identified by the turnaround principal. Teachers are paid at their hourly rate for extended-time PD days used to support required training that occur after the school day.
- With the approval of the turnaround principal, paid extended-time professional development days **may include university or other trainings** available—both **inside and outside of IPS**—that advance competencies needed by the individual teacher, or that will further support the effectiveness of turnaround school efforts.

**Extended Opportunities for Future Leaders**

Recognizing the importance of, and need for, shared leadership, principals will identify two (2) promising teachers for ongoing, targeted professional growth as future turnaround leaders. These emerging leaders will benefit from extended-time learning provided by district and external experts, supported by **40-paid hours** of professional growth. As they gain in confidence and knowledge, Future Leaders will assume leadership roles within the turnaround school. Our External Provider will help us shape this vision.

**EXTENDED-TIME LEARNING for STUDENTS**

Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as a turnaround school, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students' learning and readiness for middle school, high school graduation, post-secondary opportunities, and careers.

Attendance at these extended learning sessions is optional for most students, but mandated for those students who require additional instruction beyond the normal school day in order to demonstrate proficiency on district *Scrimmages* and *Diagnostics*.

Working with the Student Success Coordinator and DA Coach, teachers will use 3-week *Scrimmage* test results, measuring proficiencies covered over that period of time within the district's *Instructional Cycle* (curriculum pacing guide, aligned to Indiana Academic Standards) and 9-week *Diagnostic* test results (benchmark assessments) to determine which students are **required to attend** the after-school intervention sessions. Assessment data results will inform the instruction provided, in order to address learning gaps identified by data.

Extended time will also support enrichment activities. Joyce Kilmer Elementary students will have the opportunity to participate in a variety of activities that will allow them to practice and expand upon the things they are learning within their typical school day. A variety of clubs, activities, and learning experiences will provide students with opportunities for making positive choices and using their newly developed skills in another context.

While all students will be encouraged to attend, struggling students will be assigned to intervention sessions.

The regular school day operates from 8:40 a.m. until 3:40 p.m. Students attending the Extended Time-Learning will receive a **snack** at the beginning of the session.

The turnaround principal will work with staff and students to identify **incentives** that will motivate students' attendance.

All incentives will be reasonable and allocable. For example:

- 9-week reward events will be planned for students who routinely attended sessions (e.g., 85 percent or more of the sessions). Students will be instrumental in helping to determine those incentives that will motivate their routine attendance.
- An End-of-Year student, parent, staff and community partner dinner (e.g., chili or spaghetti dinner) will celebrate student participation and achievement.

While limited SIG monies are budgeted to help support the incentives component, we will be working with community business partners to collaborate with us in this effort.

As a special student incentive to students in grades 4-6, we plan on taking students who meet clearly stated requirements on a **tour of college campuses** and to **Washington D.C.** We feel these incentives will boost Joyce Kilmer Elementary students' college readiness skills as they participate in extended time learning and provide them with a personal vision as they contemplate their own future. We feel that our Action Based Learning Environment at Joyce Kilmer Elementary is supportive of the "Let's Move It" campaign promoted by First Lady, Michelle O'Bama. The principal is writing a proposal that includes a visit to the White House.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
9. <i>Provide social-emotional and community-oriented services/supports.</i>	<p>High-poverty schools continuously cope with aggressive <b>student behaviors that interfere with school learning</b> and potentially jeopardize the safety of students and staff alike. Additional support is needed to help staff at Joyce Kilmer Elementary proactively use techniques to de-escalate students—always the first and preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.</p> <p>As part of our Turnaround, Joyce Kilmer Elementary will provide a bevy of social-emotional and community-oriented services/supports that are described below.</p>	Ms. Guthrie, Principal; School & Community Coordinator	Staff Retreat, August, 2011-August 2014

### Behavior Management Specialist

**Two days** of training and staff support will be provided Joyce Kilmer Elementary faculty to learn behavior management strategies, and more. The expert consultant is a retired and respected practitioner from an urban district who can relate to our school environments and needs. He is an advocate of rituals and routines, helping staff identify gaps, modeling de-escalating behaviors—and making certain that in-school suspension is academically-driven.

During the 2009-10 school year, Greg Abati provided training across IPS schools' staff who implemented the over/under program (over-aged students performing well-below grade level). By helping teachers learn how to do interventions *in the classroom*, the numbers of over/under students referred to an in-school suspension program were significantly reduced, or eliminated. With significantly-reduced student disruptions, learning could continue, allowing teachers to accelerate students' work to get them on a commensurate level with their peer age group. Based on first-hand evidence of effectiveness experienced in the over/under program, the turnaround principal strongly supports using SIG grant funding to expand Abati's training for all Joyce Kilmer classroom teachers.

### **Positive Behavioral and Intervention Supports (PBIS)**

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School-wide Positive Behavioral and Intervention Supports (SWPBS) provide an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Joyce Kilmer Elementary School will adopt SWPBS and teachers will be trained and coached in implementing this program.

### **Peace Learning Center**

Peace Learning center youth services include teambuilding, norm-setting and experiential approaches to learning. Through SIG funding, they will provide professional development for Joyce Kilmer Elementary staff that focuses on cultural competency, classroom management, building trust within a community, and forging a common approach to conflict.

Their staff will provide workshops for all grade levels that take place in classroom settings and are grade appropriate. Outcomes for these workshops include the following:

Kindergarten-Grade 2: emotional literacy, social awareness, and peace mentors.

Grades 3-4: emotional literacy social awareness, communication skills, STEP conflict resolution process, and peace mentors.

Grades 5-6: social awareness, communication skills, STEP conflict resolution process, and basic exploration of inclusion/diversity skills.

The Peace School program, in partnership with ACT Out, brings two theatrical performances to the school to demonstrate and explore many of the key issues involved in conflict. Performance themes are tailored to each school's needs. The second performance will be an evening performance that will also include a family activity.

### **Community Partnerships**

Joyce Kilmer Elementary School will foster community participation in a variety of ways.

- We will hold an annual **Family/Community Retreat** where we will provide information and seek input on school initiatives. We will communicate our enthusiasm for our new vision and solicit community input and revision before adoption of this vital piece. Parents and community members will be asked to commit to help us attain our goals.
- A **Community Council** will meet monthly and serve as both watchdog and cheerleader for our turnaround initiative. This committee will be composed of respected representatives of the various stakeholder groups including:
  - A broad range of parents
  - Community members who represent business owners
  - Community members in positions of influence
  - Representatives for educational organizations in the community
  - Teacher and staff representatives

They will review and assess data to ensure we are progressing toward our goals and problem solve to remove barriers to student learning.

In addition, the following actions will strengthen our school community connection:

- Expand upon our current community partners to support enrichment sessions for Extended Time, provide positive role models for students, and foster authentic service learning for students.
- A series of **community meetings** will be held in April-May 2011 to prepare for upcoming change.
- Monthly **parent grade level meetings** will inform parents of curriculum and instruction issues and progress made to date.
- A **Parent Resource Center** will be housed at Joyce Kilmer Elementary to access help with family issues that require links to outside agencies for financial, emotional/social, or psychological support.
- **Parent incentives** will encourage engagement and participation in Joyce Kilmer Elementary events.
- **Parent/Community Newsletters** will be distributed.
- A **Parent Academy** will offer parent workshops which we hope to expand to GED classes offered at Joyce Kilmer Elementary in a cohort setting.
- Continued partnership with the **Martingdale/ Brightwood Community School Coalition** and **local churches**.
- Use Connect ED to provide short, regular messages to parents through voice mail.
- Continue and expand **Read Up sponsored by United Way** program where local community members read together with our students using books selected to match student's reading level (Lexile Score).

- Expand **100 Black Men** program that provides positive male role models to mentor our students throughout the school day. These partners could also effectively support enrichment classes during Extended Time, sharing expertise in hobbies, sports, and vocational skills.
- The **School & Community Coordinator** will be an integral member of the Leadership Team, infusing a community perspective into this distributed leadership model.

### **Learning Well**

Indiana University/Purdue University Indianapolis (IUPUI) is providing a full time nurse for Joyce Kilmer Elementary. Having a nurse will provide an on-site presence to champion wellness, provide first aid and timely medical attention, and reach out to parents when student health issues are impeding learning.

In addition, they will also provide a full-time Community Coordinator who will serve as a family advocate to support families and get them involved in the school improvement process.

### **Project SEED**

While Indianapolis Project SEED is predominately program to support high school student to do college research, they will be coming alongside Joyce Kilmer Elementary to teach math to students once a week and provide math training and modeling for teachers.

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

The recruitment and selection of Kilmer's new principal has already taken place. As a distinguished Future Leader in the IPS principal preparation program, she regularly displayed the leadership traits of an instructional leader. Ms. Guthrie's resume is included in the *Appendices*.

Ms. Guthrie was named to this position in January which has provided her time to assemble the Turnaround staff at Joyce Kilmer, facilitate the selection of interventions, communicate with the various Joyce Kilmer stakeholders, and champion the development of this SIG application.

### Selection of Principal for Joyce Kilmer Elementary School

After completing a successful tenure as an assistant principal, the superintendent of schools, Dr. Eugene White, selected Ms. Guthrie as a Principal Practitioner for the IPS' **Educational Leadership in the Turnaround Era (ELITE)** program for the 2010-2011 academic year. This program prepares educators to assume the important role of instructional leaders through focused training and intensive internships.

Ms. Tihesha Guthrie applied for the principal position at Joyce Kilmer Elementary School. Ms. Guthrie impressed the interviewing committee with her level of knowledge, her track record working as the assistant principal at Carl Wilde Elementary and Principal Practitioner at Daniel Webster Academy, and her urgency and commitment to escalating student achievement. Ms. Guthrie was named Teacher of the Year and also received the Above and Beyond the Call of Duty (ABCD Award) for her work as a teacher at Charity Dye School in IPS. She also was instrumental in Charity Dye School earning the National Blue Ribbon Award.

Dr. Eugene White interviewed the top two candidates submitted by the interviewing committee and decided to name Tihesha Guthrie as the principal of Joyce Kilmer Elementary School in January 2011. Ms. Guthrie was immediately placed as Co-Principal of Charles Warren Fairbanks School while preparing to assume the role of principal at Joyce Kilmer Elementary as the 2011-2012 school year begins. This has allowed her opportunity to meet with the current principal and staff, district leaders, and representatives of Pearson, our External Provider.

### Pre-Implementation

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

Action: **None**

Timeline:

Budget:

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

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

*Instructions:*

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

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

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
<b>38.2% of all students are proficient on ISTEP+ English/Language Arts</b>	<b>50% of all students are proficient on ISTEP+ English/Language Arts</b>	<b>65% of all students are proficient on ISTEP+ English/Language Arts</b>	<b>75% of all students are proficient on ISTEP+ English/Language Arts</b>
<b>34.5% of all students are proficient on ISTEP+ mathematics</b>	<b>50% of all students are proficient on ISTEP+ mathematics</b>	<b>65% of all students are proficient on ISTEP+ mathematics.</b>	<b>75% of all students are proficient on ISTEP+ mathematics</b>

## II: Budget

### Instructions:

- 1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
- 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)

Element of the Intervention	Intervention	Resource
<b>Federal Resources</b>		
Use of research-based instructional practices that are vertically aligned across grade levels and the state standards <b>School Community Coordinator:</b> Reaches out to families and community members to support school improvement	Turnaround	<b>Title I, Part A</b> - regular and stimulus funds (schoolwide or targeted assistance programs)
<b>Pearson Comprehensive Improvement Model:</b> Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded PD and leadership training <b>School Success Coordinator &amp; Differentiated Accountability Coach:</b>	Turnaround	<b>1003(a)</b> School Improvement Grant - AYP funds

<p>Onsite coaching and facilitation of collaborative data use  <b>Supplementary Administrator:</b> Assist with teacher observations/reflections/feedback  <b>IT Specialist:</b> Integrating technology &amp; troubleshooting  <b>ABLE Teachers:</b> Relieve teachers to permit data analysis, collaborative planning &amp; PD  <b>ABL Coach:</b> Provide teacher training (1 day @ week)  <b>Project Manager:</b> Complete schedules/paperwork for all elements of Turnaround in a timely fashion  <b>Future Leaders:</b> 40 hours of PD for 2 educators  <b>Pearson Learning Teams:</b> Collaborative PD &amp; leadership training  <b>Financial Incentives:</b> Bonuses based on student achievement data and performance  <b>Extended Time Learning:</b> Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending ETL  <b>Student/Family Incentives:</b> Funds to provide motivational items/events for students and families  <b>Technology Enhancement:</b> Document Projectors, iPads (6 per classroom), Air Slates (2 per classroom), Study Island  <b>ABL Supplies:</b> Materials to support an Action Based Learning environment  <b>Intervention Materials:</b> Consumable materials for tiered intervention (Navigator, Ramp Up, etc.)  <b>Travel Budget:</b> Permit principal to observe other successful Turnaround Schools and network with other Turnaround Principals</p>		
<p><i>Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model</i></p>	<p>Turnaround</p>	<p><b>Title II, Part A</b></p>
<p><b>State Resources</b></p>		
<p><b>Formative Assessments/Pacing Guides:</b> Scrimmages and Diagnostics with accompanying reports  <b>IPS Data Warehouse:</b> System for retaining, analyzing, and distributing records</p>		
<p><b>Technology Enhancements:</b> Updated wiring to support wireless technology at Joyce Kilmer Elementary</p>	<p>Turnaround</p>	<p>District</p>
<p><b>Technology Enhancements:</b> IStation reading intervention</p>	<p>Turnaround</p>	<p>Special Education Accounts</p>

**Budget: Joyce Kilmer Elementary School**

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

X  Original  
 Amendment # \_\_\_\_\_

Allocation  
Amount

**Corporation Name:**  
**Indianapolis Public Schools**

**Corp #: 5385**

**School Name: Joyce Kilmer Elementary School      School #: 5569**

Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		110	120									
		Cert	Noncert									
11000	Instruction	603,308		112,801					27,000	202,340		\$945,449.00
21000	Support Services- Student											\$0.00
22100	Improvement of Instruction (Professional development)	63,800		7,656		345,408			9,000			\$425,864.00
22900	Other Support Services: Admin for School-Level Activities	32,000	136,000		39,440							\$207,440.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
	<b>Column Totals</b>	<b>699,108</b>	<b>136,000</b>	<b>120,457</b>	<b>39,440</b>	<b>345,408</b>			<b>36,000</b>	<b>202,340</b>		
										<b>TOTAL COST</b>		<b>\$1,578,753.00</b>
Subtract the amount above 25,000 (per individual contracted service) from your total budget:												
										Total after deducting Property (710-748)	<b>\$1,376,413.00</b>	
										Total Available for Indirect Costs		
										Amount of Indirect Cost to be used	<b>\$31,245.00</b>	
										<b>Grand Total After Indirect Cost</b>	<b>\$1,609,998.00</b>	

**ITEMIZE and EXPLAIN**

<b>General Supplies</b>	<b>Property: Equipment/Technology</b>	<b>Prof. Services</b>	<b>Other Purchase Services</b>	<b>Salary Personnel</b>
<p>*Training Materials/Books for Action Based Learning ...\$2,000                      *Workshop Supplies &amp; Expenses (including Light Snacks) for Training ... \$9,000                      *Student Incentives ... \$25,000</p>	<p>*Desktop Computer for Project Manager ... \$840                      *Printer for Project Manager ... \$300                      *8 iPads for Administration and Leadership Team to complete Evaluations ... \$2,400                      *10 Sets of Student Response System (Clickers) ... \$25,000                      *18 Classroom Complete Sets of AV Equipment ... \$108,000                      *PD360 &amp; OBS360 Software ... \$6,800                      *Study Island Software ... \$5,000                      *90 iPads (5 per classroom X 18 classroom for Small Group Instruction/Study Island) ... \$54,000</p>	<p>*Pearson Comprehensive School Improvement Model, External Provider ...\$316,908                      *Greg Abati, Behavioral Management Specialist ... \$15,000                      *Peace Learning Center/ACT Out Consultants ... \$13,500</p>		<p>*Student Success Coordinator (1.0 FTE) ... \$70,000                      *Differentiated Accountability Coach (1.0 FTE) ... \$70,000                      *Project Manager (1.0 FTE) ...\$46,000                      *Technology Specialist (1.0 FTE) ... \$40,000                      *Three (3) ABLE Teachers (3.0 FTE) ... \$165,000                      *Action Based Learning Coach (.2 FTE) ... \$11,000                      *Supplemental Adm. ...\$32,000                      *School &amp; Community Coordinator (1.0 FTE) ... \$50,000                      *Summer Staff Professional Development (3 days stipend x 39 teachers/adm) ... \$40,000                      *Leadership Academy (2 days X 5 teacher/adm) ... \$4,000                      *Literacy Institute (3 days professional development X 9 teachers/adm) ... \$8,910                      *Math Institute (3 days professional development X 9 teachers/adm) ... \$8,910                      *Coach Institute (2 days PD X 3 teachers/adm) ... \$1,980                      *Saturday Writing Camp (8 Sessions X 3 teachers/adm) ... \$7,920                      *After-School Academic Support Session Teachers (10 teachers)...\$118,888                      *Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500                      *Future Leaders Incentives ... \$11,000                      *Performance Evaluation Incentive Awards ... \$100,000</p>

**LEA/GOVERNANCE :** *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

**N/A**



**§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET**

X  Original  
 Amendment # \_\_\_\_\_

Allocation  
Amount

**Corporation Name:**  
**Indianapolis Public Schools**

**Corp #: 5385**

**School Name: Joyce Kilmer Elementary School**      **School #: 5569**

Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	603,308		112,801					27,000	31,800		<b>\$774,909.00</b>
21000	Support Services- Student											<b>\$0.00</b>
22100	Improvement of Instruction (Professional development)	63,800		7,656		419,500			9,000			<b>\$499,956.00</b>
22900	Other Support Services: Admin for School-Level Activities	32,000	136,000		39,440							<b>\$207,440.00</b>
25191	Refund of Revenue											<b>\$0.00</b>
26000	Operation and Maintenance											<b>\$0.00</b>
27000	Transportation											<b>\$0.00</b>
33000	Community Service Operations											<b>\$0.00</b>
60100	Transfers (Interfund)											<b>\$0.00</b>
	<b>Column Totals</b>	<b>699,108</b>	<b>136,000</b>	<b>120,457</b>	<b>39,440</b>	<b>419,500</b>			<b>36,000</b>	<b>31,800</b>		
										<b>TOTAL COST</b>		<b>\$1,482,305.00</b>
Subtract the amount above 25,000 (per individual contracted service) from your total budget:												
										Total after deducting Property (710-748)	<b>\$1,450,505.00</b>	
										Total Available for Indirect Costs		
										Amount of Indirect Cost to be used	<b>\$32,926.00</b>	
										<b>Grand Total After Indirect Cost</b>	<b>\$1,515,231.00</b>	

**ITEMIZE and EXPLAIN**

<b>General Supplies</b>	<b>Property: Equipment/Technology</b>	<b>Prof. Services</b>	<b>Other Purchase Services</b>	<b>Salary Personnel</b>
<p>*Training Materials/Books for Action Based Learning ...\$2,000                      *Workshop Supplies &amp; Expenses (including Light Snacks) for Training ... \$9,000                      *Student Incentives ... \$25,000</p>	<p><b>*8 Additional Sets of Student Response System (Clickers) ... \$20,000</b>                      *PD360 &amp; OBS360 Software ... \$6,800                      *Study Island Software ... \$5,000</p>	<p>*Pearson Comprehensive School Improvement Model, External Provider                      ...<b>\$391,000</b>                      *Greg Abati, Behavioral Management Specialist ... \$15,000                      *Peace Learning Center/ACT Out Consultants ... \$13,500</p>		<p>*Student Success Coordinator (1.0 FTE) ... \$70,000                      *Differentiated Accountability Coach (1.0 FTE) ... \$70,000                      *Project Manager (1.0 FTE) ...\$46,000                      *Technology Specialist (1.0 FTE) ... \$40,000                      *Three (3) ABLE Teachers (3.0 FTE) ... \$165,000                      *Action Based Learning Coach (.2 FTE) ... \$11,000                      *Supplemental Adm. ...\$32,000                      *School &amp; Community Coordinator (1.0 FTE) ... \$50,000                      *Summer Staff Professional Development (3 days stipend x 39 teachers/adm) ... \$40,000                      *Leadership Academy (2 days X 5 teacher/adm) ... \$4,000                      *Literacy Institute (3 days professional development X 9 teachers/adm) ... \$8,910                      *Math Institute (3 days professional development X 9 teachers/adm) ... \$8,910                      *Coach Institute (2 days PD X 3 teachers/adm) ... \$1,980                      *Saturday Writing Camp (8 Sessions X 3 teachers/adm) ... \$7,920                      *After-School Academic Support Session Teachers (10 teachers)...\$118,888                      *Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500                      *Future Leaders Incentives ... \$11,000                      *Performance Evaluation Incentive Awards ... \$100,000</p>

**§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET**

X  Original  
 Amendment # \_\_\_\_\_

Allocation  
Amount

**Corporation Name:**  
Indianapolis Public Schools

**Corp #:** 5385

**School Name:** Joyce Kilmer Elementary School      **School #:** 5569

Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert									
11000	Instruction	603,308		112,801					27,000	11,800		\$754,909.00
21000	Support Services- Student											\$0.00
22100	Improvement of Instruction (Professional development)	63,800		7,656		419,500			9,000			\$499,956.00
22900	Other Support Services: Admin for School-Level Activities	32,000	136,000		39,440							\$207,440.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
	<b>Column Totals</b>	<b>699,108</b>	<b>136,000</b>	<b>120,457</b>	<b>39,440</b>	<b>419,500</b>			<b>36,000</b>	<b>11,800</b>		
<b>TOTAL COST</b>												<b>\$1,462,305.00</b>
Subtract the amount above 25,000 (per individual contracted service) from your total budget:												
										Total after deducting Property (710-748)		<b>\$1,450,505.00</b>
										Total Available for Indirect Costs		
										Amount of Indirect Cost to be used		<b>\$32,926.00</b>
										<b>Grand Total After Indirect Cost</b>		<b>\$1,495,231.00</b>

**ITEMIZE and EXPLAIN**

<b>General Supplies</b>	<b>Property: Equipment/Technology</b>	<b>Prof. Services</b>	<b>Other Purchase Services</b>	<b>Salary Personnel</b>
<p>*Training Materials/Books for Action Based Learning ...\$2,000                      *Workshop Supplies &amp; Expenses (including Light Snacks) for Training ... \$9,000                      *Student Incentives ... \$25,000</p>	<p>*PD360 &amp; OBS360 Software ... \$6,800                      *Study Island Software ... \$5,000</p>	<p>*Pearson Comprehensive School Improvement Model, External Provider                      ...<b>\$391,000</b>                      *Greg Abati, Behavioral Management Specialist ... \$15,000                      *Peace Learning Center/ACT Out Consultants ... \$13,500</p>		<p>*Student Success Coordinator (1.0 FTE) ... \$70,000                      *Differentiated Accountability Coach (1.0 FTE) ... \$70,000                      *Project Manager (1.0 FTE) ...\$46,000                      *Technology Specialist (1.0 FTE) ... \$40,000                      *Three (3) ABLE Teachers (3.0 FTE) ... \$165,000                      *Action Based Learning Coach (.2 FTE) ... \$11,000                      *Supplemental Adm. ...\$32,000                      *School &amp; Community Coordinator (1.0 FTE) ... \$50,000                      *Summer Staff Professional Development (3 days stipend x 39 teachers/adm) ... \$40,000                      *Leadership Academy (2 days X 5 teacher/adm) ... \$4,000                      *Literacy Institute (3 days professional development X 9 teachers/adm) ... \$8,910                      *Math Institute (3 days professional development X 9 teachers/adm) ... \$8,910                      *Coach Institute (2 days PD X 3 teachers/adm) ... \$1,980                      *Saturday Writing Camp (8 Sessions X 3 teachers/adm) ... \$7,920                      *After-School Academic Support Session Teachers (10 teachers)...\$118,888                      *Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500                      *Future Leaders Incentives ... \$11,000                      *Performance Evaluation Incentive Awards ... \$100,000</p>



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

Eugene G. White, Ed.D.  
Superintendent

June 30, 2011

Dr. Tony Bennett  
Superintendent of Public Instruction  
Indiana Department of Education  
Indiana State House  
Indianapolis, Indiana 46204

Dear Dr. Bennett:

As Superintendent of the Indianapolis Public Schools (IPS), it is my pleasure to write this letter of support of the important work of the School Improvement Grant Initiative (the Grant), under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will move into Phase II (2011-12) of a multi-year plan to "turnaround" its persistently lowest-achieving schools (identified by the Indiana Department of Education as Tier I and Tier II schools).

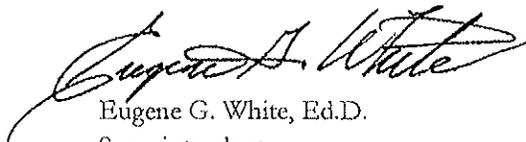
The support the District received from the funding of Phase I of the School Improvement Grant Initiative enabled IPS to implement cutting edge, research-based educational initiatives (Turnaround Model) in two of our lowest achieving high schools, George Washington Community High School and John Marshall Community High School. These initiatives helped improve teacher pedagogy and increase student achievement and including the following: 1) a *data coach* who worked with teachers and administrators on a daily basis to drill down the student assessment results (ISTEP+, benchmarks, scrimmages, etc.) so that strategies could be identified for improvement; 2) highly qualified *instructional mentors* who observed teachers teaching each day and provided them with written and verbal feedback on improving the instructional process; 3) a *reading apprentice coach* who provided research based reading strategies for teachers to improve the reading comprehension of each student; 4) a *nationally renowned consultant* in student behavior management who collaborated with teachers in identifying student discipline issues and implementing research based strategies to eliminate these issues; 5) *Cadre Members* (fully licensed teachers) who assisted with classroom instruction and taught classes when the regular teacher attended a professional development activity; 6) *Achieve 3000*, a computer reading program that identified students' reading levels and through specialized activities moved their reading ability to a higher level; and, (7) *teacher and student incentives* for making substantial progress in the teaching and learning process.

Dr. Bennett, the members of the Board of School Commissioners and I are committed to continuously support all aspects of the Turnaround Model in the five (5) new Turnaround Schools: Elementary school Joyce Kilmer #69, Northwest Community High School, Thomas Carr Howe Community High School, Emma Donnan Middle School (7-8), and H. L. Harshman Middle School (7-8). I also wholeheartedly support the following elements that will be in place for Phase II of the Grant, and know that their continued implementation will bring our schools and student learning to an even higher level of proficiency:

- The newly created district Turnaround Office will support the efforts of turnaround schools 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 will be replaced (if they have served more than two years in the existing school) and at least 51 percent of staff will be replaced in the SIG turnaround school (effective for the 2011-12 school year).
- Operational flexibility will be provided to the turnaround principals for hiring, retaining, transferring and replacing staff. Turnaround principals will have the authority to remove ineffective teachers, across the school year, and the district's Turnaround Director and Associate Superintendent will enable responsive action, as needed.

The Indianapolis Public Schools system supports in any way necessary the implementation of Phase II of the School Improvement Grant Initiative. We are grateful to have this opportunity for this significant support provided by the Grant's funding to continue improving the teaching process and student achievement in each of our schools.

Sincerely,



Eugene G. White, Ed.D.  
Superintendent  
Indianapolis Public Schools

## 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-8<sup>th</sup> 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-6<sup>th</sup>  
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. 34<sup>th</sup> 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

**Budget: Joyce Kilmer Elementary School**

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

Allocation  
Amount

Original  
 Amendment # \_\_\_\_\_

Corporation Name:  
**Indianapolis Public Schools**

Corp #: **5385**

School Name: **Joyce Kilmer Elementary School**      School #: **5569**

Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
		110 Cert	120 Noncert									
11000	Instruction	603,308		112,801					27,000	202,340		\$945,449.00
21000	Support Services- Student											\$0.00
22100	Improvement of Instruction (Professional development)	63,800		7,656		345,408			9,000			\$425,864.00
22900	Other Support Services: Admin for School-Level Activities	32,000	136,000		39,440							\$207,440.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
	<b>Column Totals</b>	<b>699,108</b>	<b>136,000</b>	<b>120,457</b>	<b>39,440</b>	<b>345,408</b>			<b>36,000</b>	<b>202,340</b>		
<b>TOTAL COST</b>												<b>\$1,578,753.00</b>
Subtract the amount above 25,000 (per individual contracted service) from your total budget:												
										Total after deducting Property (710-748)		<b>\$1,376,413.00</b>
										Total Available for Indirect Costs		
										Amount of Indirect Cost to be used		<b>\$31,245.00</b>
										<b>Grand Total After Indirect Cost</b>		<b>\$1,609,998.00</b>

**ITEMIZE and EXPLAIN**

General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
*Training Materials/Books for Action Based Learning ...\$2,000 *Workshop Supplies & Expenses (including Light Snacks) for Training ... \$9,000 *Student Incentives ... \$25,000	*Desktop Computer for Project Manager ... \$840 *Printer for Project Manager ... \$300 *8 iPads for Administration and Leadership Team to complete Evaluations ... \$2,400 *10 Sets of Student Response System (Clickers) ... \$25,000 *18 Classroom Complete Sets of AV Equipment ... \$108,000 *PD360 & OBS360 Software ... \$6,800 *Study Island Software ... \$5,000 *90 iPads (5 per classroom X 18 classroom for Small Group Instruction/Study Island) ... \$54,000	*Pearson Comprehensive School Improvement Model, External Provider ...\$316,908 *Greg Abati, Behavioral Management Specialist ... \$15,000 *Peace Learning Center/ACT Out Consultants ... \$13,500		*Student Success Coordinator (1.0 FTE) ... \$70,000 *Differentiated Accountability Coach (1.0 FTE) ... \$70,000 *Project Manager (1.0 FTE) ...\$46,000 *Technology Specialist (1.0 FTE) ... \$40,000 *Three (3) ABLE Teachers (3.0 FTE) ... \$165,000 *Action Based Learning Coach (.2 FTE) ... \$11,000 *Supplemental Adm. ...\$32,000 *School & Community Coordinator (1.0 FTE) ... \$50,000 *Summer Staff Professional Development (3 days stipend x 39 teachers/adm) ... \$40,000 *Leadership Academy (2 days X 5 teacher/adm) ... \$4,000 *Literacy Institute (3 days professional development X 9 teachers/adm) ... \$8,910 *Math Institute (3 days professional development X 9 teachers/adm) ... \$8,910 *Coach Institute (2 days PD X 3 teachers/adm) ... \$1,980 *Saturday Writing Camp (8 Sessions X 3 teachers/adm) ... \$7,920 *After-School Academic Support Session Teachers (10 teachers)...\$118,888 *Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500 *Future Leaders Incentives ... \$11,000 *Performance Evaluation Incentive Awards ... \$100,000

**LEA/GOVERNANCE** : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

**N/A**



**§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET**

Allocation  
Amount

Original  
 Amendment # \_\_\_\_\_

**Corporation Name:**  
**Indianapolis Public Schools**

**Corp #: 5385**

**School Name: Joyce Kilmer Elementary School      School #: 5569**

Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert									
11000	Instruction	603,308		112,801					27,000	31,800		\$774,909.00
21000	Support Services- Student											\$0.00
22100	Improvement of Instruction (Professional development)	63,800		7,656		419,500			9,000			\$499,956.00
22900	Other Support Services: Admin for School-Level Activities	32,000	136,000		39,440							\$207,440.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
	<b>Column Totals</b>	<b>699,108</b>	<b>136,000</b>	<b>120,457</b>	<b>39,440</b>	<b>419,500</b>			<b>36,000</b>	<b>31,800</b>		
										<b>TOTAL COST</b>		<b>\$1,482,305.00</b>
Subtract the amount above 25,000 (per individual contracted service) from your total budget:												
										Total after deducting Property (710-748)	<b>\$1,450,505.00</b>	
										Total Available for Indirect Costs		
										Amount of Indirect Cost to be used	<b>\$32,926.00</b>	
										<b>Grand Total After Indirect Cost</b>	<b>\$1,515,231.00</b>	

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
*Training Materials/Books for Action Based Learning ...\$2,000 *Workshop Supplies & Expenses (including Light Snacks) for Training ... \$9,000 *Student Incentives ... \$25,000	*8 Additional Sets of Student Response System (Clickers) ... \$20,000 *PD360 & OBS360 Software ... \$6,800 *Study Island Software ... \$5,000	*Pearson Comprehensive School Improvement Model, External Provider ...\$391,000 *Greg Abati, Behavioral Management Specialist ... \$15,000 *Peace Learning Center/ACT Out Consultants ... \$13,500		*Student Success Coordinator (1.0 FTE) ... \$70,000 *Differentiated Accountability Coach (1.0 FTE) ... \$70,000 *Project Manager (1.0 FTE) ... \$46,000 *Technology Specialist (1.0 FTE) ... \$40,000 *Three (3) ABLE Teachers (3.0 FTE) ... \$165,000 *Action Based Learning Coach (.2 FTE) ... \$11,000 *Supplemental Adm. ...\$32,000 *School & Community Coordinator (1.0 FTE) ... \$50,000 *Summer Staff Professional Development (3 days stipend x 39 teachers/adm) ... \$40,000 *Leadership Academy (2 days X 5 teacher/adm) ... \$4,000 *Literacy Institute (3 days professional development X 9 teachers/adm) ... \$8,910 *Math Institute (3 days professional development X 9 teachers/adm) ... \$8,910 *Coach Institute (2 days PD X 3 teachers/adm) ... \$1,980 *Saturday Writing Camp (8 Sessions X 3 teachers/adm) ... \$7,920 *After-School Academic Support Session Teachers (10 teachers)...\$118,888 *Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500 *Future Leaders Incentives ... \$11,000 *Performance Evaluation Incentive Awards ... \$100,000

**§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET**

Allocation  
Amount

Original  
 Amendment # \_\_\_\_\_

**Corporation Name:**  
**Indianapolis Public Schools**

**Corp #: 5385**

		School Name: <b>Joyce Kilmer Elementary School</b>						School #: <b>5569</b>				
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
		Cert	Noncert									
11000	Instruction	603,308		112,801					27,000	11,800		\$754,909.00
21000	Support Services- Student											\$0.00
22100	Improvement of Instruction (Professional development)	63,800		7,656		419,500			9,000			\$499,956.00
22900	Other Support Services: Admin for School-Level Activities	32,000	136,000		39,440							\$207,440.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
	<b>Column Totals</b>	<b>699,108</b>	<b>136,000</b>	<b>120,457</b>	<b>39,440</b>	<b>419,500</b>			<b>36,000</b>	<b>11,800</b>		
									<b>TOTAL COST</b>			<b>\$1,462,305.00</b>
Subtract the amount above 25,000 (per individual contracted service) from your total budget:												
									Total after deducting Property (710-748)			<b>\$1,450,505.00</b>
									Total Available for Indirect Costs			
									Amount of Indirect Cost to be used			<b>\$32,926.00</b>
									Grand Total After Indirect Cost			<b>\$1,495,231.00</b>

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
*Training Materials/Books for Action Based Learning ...\$2,000 *Workshop Supplies & Expenses (including Light Snacks) for Training ... \$9,000 *Student Incentives ... \$25,000	*PD360 & OBS360 Software ... \$6,800 *Study Island Software ... \$5,000	*Pearson Comprehensive School Improvement Model. External Provider ... <b>\$391,000</b> *Greg Abati, Behavioral Management Specialist ... \$15,000 *Peace Learning Center/ACT Out Consultants ... \$13,500		*Student Success Coordinator (1.0 FTE) ... \$70,000 *Differentiated Accountability Coach (1.0 FTE) ... \$70,000 *Project Manager (1.0 FTE) ...\$46,000 *Technology Specialist (1.0 FTE) ... \$40,000 *Three (3) ABLE Teachers (3.0 FTE) ... \$165,000 *Action Based Learning Coach (.2 FTE) ... \$11,000 *Supplemental Adm. ...\$32,000 *School & Community Coordinator (1.0 FTE) ... \$50,000 *Summer Staff Professional Development (3 days stipend x 39 teachers/adm) ... \$40,000 *Leadership Academy (2 days X 5 teacher/adm) ... \$4,000 *Literacy Institute (3 days professional development X 9 teachers/adm) ... \$8,910 *Math Institute (3 days professional development X 9 teachers/adm) ... \$8,910 *Coach Institute (2 days PD X 3 teachers/adm) ... \$1,980 *Saturday Writing Camp (8 Sessions X 3 teachers/adm) ... \$7,920 *After-School Academic Support Session Teachers (10 teachers)...\$118,888 *Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500 *Future Leaders Incentives ... \$11,000 *Performance Evaluation Incentive Awards ... \$100,000



**INDIANAPOLIS  
EDUCATION  
ASSOCIATION**

6910 N. SHADELAND AVENUE, SUITE #100,  
INDIANAPOLIS, INDIANA 46220

TELEPHONE: (317) 598-8464  1-800-638-7739  
FAX: (317) 598-8465  HOTLINE: (317) 598-8488

July 28, 2011

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 (1103g). 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





# BOARD OF SCHOOL COMMISSIONERS OF THE CITY OF INDIANAPOLIS

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

Elizabeth M. Gore  
*President*

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*Vice President*

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*Administrative Assistant  
And Executive Secretary  
to the Board*

June 30, 2011

Dr. Tony Bennett  
Superintendent of Public Instruction  
Indiana Department of Education  
Indiana State House  
Indianapolis, Indiana 46204

Dear Dr. Bennett:

On behalf of the Indianapolis Public Schools Board of School Commissioners (the Board), this letter serves as an assurance of the Board's total commitment to continue supporting the important work of the School Improvement Grant Initiative (the Grant), under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will move into Phase II (2011-12) of a multi-year plan to "turnaround" its persistently lowest-achieving schools (identified by the Indiana Department of Education as Tier I and Tier II schools).

The Board recognize that the Grant's turnaround principals are charged with making significant achievement and graduation rate improvements and that acceptance of the Grant's funding brings with it the obligation to do things differently and the additional flexibility (not available in traditional IPS schools) to make it happen.

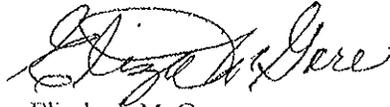
In the Grant funded Turnaround Model schools, the Board understands that:

- The newly created district Turnaround Office will support the efforts of turnaround schools 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 will be replaced (if they have served more than two years in the existing school) and at least 51 percent of staff will be replaced in the SIG turnaround school (effective for the 2011-12 school year).
- Operational flexibility will be provided to the turnaround principals for hiring, retaining, transferring and replacing staff. Turnaround principals will have the authority to remove ineffective teachers, across the school year, and the district's Turnaround Director and Associate Superintendent will enable responsive action, as needed.

The Indianapolis Public Schools Board of School Commissioners are totally committed to assist the Superintendent, teachers, administrators, and staff members in any way necessary to effectively implement the School Improvement Grant Initiative in our district. The Board members are grateful for this opportunity to continue having such significant support for improving teacher pedagogy and student achievement in each of our schools.

Sincerely,

The Board of School Commissioners  
Of the City of Indianapolis

A handwritten signature in cursive script, appearing to read "Elizabeth M. Gore".

Elizabeth M. Gore  
Board President

5326 ARBOR CREEK DR.  
PHONE (317) 431-5201 • E-MAIL GUTHRIET@1PS.K12.IN.US

# TIHESHA GUTHRIE

## OBJECTIVE

---

To obtain a fulfilling principal position at the elementary level where I can utilize my skills in curriculum, instruction, and educational leadership to ensure a school culture that encourages continuous school improvement for teachers and students; develop an environment that encourages open communication and collaboration with colleagues, students, parents, and the community; and mentor educators in the creation and implementation of class instruction, planned lessons, and student assessment in conjunction with state standards.

## EDUCATION

---

Jun 2005 – Jul 2006      **Indiana Wesleyan University**      Marion, IN  
*Principal Licensure Program (Education K-12)*

May 2001 – Dec 2002      **Indiana Wesleyan University**      Marion, IN  
*Masters Degree (Education K -12)*

Aug 1996 – May 2000      **Indiana State University**      Terre Haute, IN  
*Bachelor of Science in Elementary Education*

## PROFESSIONAL EXPERIENCE

---

Jan. 2011 – to present      **Co-Principal**  
Charles W. Fairbanks, #105  
**Indianapolis Public Schools**

- Supervision and monitor the implementation of the curriculum & alignment with district accountability
- Monitored the implementation of the Full Purpose Partnership & Positive Behavior Support Programs
- Provide support to teachers and staff members
- Monitoring the implementation of the school improvement plan
- Maintaining a positive school environment
- Implementing curricular programs that enriches current knowledge and accelerates learning
- Modeling best practices and teaching models to professional develop teachers and staff member

Jun. 2010 -- to present     **Principal Practitioner**  
   **Daniel Webster Academy, #46**  
   **Indianapolis Public Schools**

- Provide coverage and maintaining educational program for principals on interim leave
- Supervision and monitor the implementation of the curriculum & alignment with district accountability
- Supervision of teachers and support staff members
- Monitoring the implementation of the school improvement plan
- Maintaining a positive school environment
- Implementing curricular programs that enriches current knowledge and accelerates learning
- Modeling best practices and teaching models to professional develop teachers and staff members
- Providing training for new teachers

Dec. 2008 – Jun. 2010     **Assistant Principal**  
   **Carl Wilde Elementary, #79**  
   **Indianapolis Public Schools**

- Assist Principal with Instructional leadership within the school community
- Supervision and evaluation of Grades 4 – 6
- Test Coordinator (SRI, ISTEP, Acuity, & DIBELS)
- Testing & Master Schedules & Administration
- Structured Teacher Planning Time Facilitator
- Development of Curriculum
- Data Analyst & Interventionist
- Supervision of Custodial Budget and Safe Haven grant money
- INSAI School Coordinator

Aug. 2008 – Dec. 2008     **Instructional Reading Enhancement Coach**  
   **Schools: #55, #58, & #83**  
   **Indianapolis Public Schools**

- Development of Reading Curriculum
- Testing Coordinator (DIBELS, Acuity, & SRI)
- Testing Schedules & Administration
- Curriculum Facilitator (Model reading strategies in classrooms)
- Assisted teachers with data analysis, interventions, & remediation
- Participated in district Science initiatives by modeling & training teachers to use reading strategies in science

Aug 2000 – Present      **Elementary Teacher**  
**Charity Dye Elementary**  
**Indianapolis Public Schools**  
**Indianapolis, IN**

- Third grade full inclusion teacher for three years
- Second grade full inclusion teacher for two years
- First grade full inclusion teacher for two years
- Participated in academic looping of students for four years
- Piloted and implemented district Open Court reading program
- Creates and maintains an environment conducive for learning
- Creates and executes thought provoking standard based lesson plans
- Maintains parent contacts via phone, letters, weekly progress reports, and conferences
- Effectively and efficiently handles discipline problems

May 2000 – August 2000      **Substitute Teacher**  
**Metropolitan District of Pike Township**  
**Indianapolis, IN**

- Successfully supervised students in classroom settings
- Taught students using lesson plans provided by the regular teacher
- Observed and implemented all school policies and procedures

## **LEADERSHIP OPPORTUNITIES, TRAINING, AND DEVELOPMENT**

---

- Supervision of the Parent Liaison
- SBDM Committee Chair
- Leadership Identification & Development Program (District's Leadership Program)
- Transportation Coordinator and Liaison
- School Safety Plan Developer
- Supervision of Title I
- Differentiated Instruction Training
- National Urban Alliance participant
- RTI Committee Member
- INSAI Coordinator
- Internet Skills: Electronic Mail, Firefox, Safari, & Internet Explorer
- Word Processing Skills: Microsoft Office, Publisher, Notes
- Spreadsheet Skills: Microsoft Excel
- Presentation Skills: Microsoft PowerPoint
- Intensive Literacy Training
- 6+1 Writing Traits Trainer
- After-School Programming

## **PROFESSIONAL GOALS & AWARDS**

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- **Goal #1** – To improve and enhance the effectiveness of instruction and the academic achievement of the students enrolled at #105. (Goal Activities: Curriculum Mapping training, Monitored Lesson Plans, Book Talk (Vocabulary), Facilitation of STPT & model effective teaching practices, disseminate & discuss achievement data, Monitor 5-5-3-3 implementation, and the monitoring of all district and school assessments)
- **Goal #2** – To increase the level of engagement in each classroom. (Goal Activities: Daily Rounds, Monthly Instructional Newsletter, Monitor student work displays, Model students engagement activities during STPT, Positive feedback shared with staff, & the use of Educational Impact Videos)

- 2007-2008 Teacher of the Year
- 2006-2007 ABCD Award Recipient (Above & Beyond the Call of Duty)

## REFERENCES

---

### Jacquelyn Clency

Assistant Superintendent  
of Elementary Schools  
120 E. Walnut St., Room 501C  
Indianapolis, IN 46204  
(317)226-4344

### Carole Ervin-Brown

Elementary Director  
120 E. Walnut Street  
Indianapolis, IN 46204  
(317)226-4910

### Dr. Eugene White

Superintendent of IPS  
120 E. Walnut St.  
Indianapolis, IN 46204  
(317)226-4411

### Joyce Akridge

Principal, School 79  
5002 W. 34<sup>th</sup> Street  
Indianapolis, IN 46224  
(317) 226-4279

### Kathleen Sharp

Administrator  
4501 E. 32<sup>nd</sup> Street  
Indianapolis, IN. 46218  
(317)226-3433

### Jennifer Scharbrough

Elementary Teacher  
Carl Wilde Elementary, #79  
Indianapolis, IN. 46224  
(317)226-4279

*Tihesha Guthrie*

*Leaders must be close enough to relate to others,  
yet far enough ahead to motivate them.  
- John Maxwell*

**Li-Yen K. Johnson, Ph.D.**  
**7275 Knoll Valley Lane**  
**Indianapolis, IN 46256**  
**(317) 594-0029 Home**  
**(317) 226-3127 Work**

**Professional Objectives** \*To provide leadership in a disciplined and systematic manner in order to bring about quality instruction through high expectation, conducive learning climate, and effective use of data.  
\*To ensure all components of the organization are working in a coordinated manner to achieve the vision of the system.  
\*To engage all stakeholders in advancing the shared aims and goals.

**Education**

**Indiana State University**, Urban Doctoral Program  
Dr. of Philosophy completed on December 13, 2002  
Education Administration

**Butler University**, Graduate School of Education  
January of 1987 to December of 1988  
Experiential Program for Preparing School Principals  
School Administration

**Indiana University Graduate School of Education**  
January of 1975 to August of 1976  
Master Degree in Special Education

**Cheng-Chi University Undergraduate School of Education**  
Taipei, Taiwan  
June of 1969 to June of 1973  
Bachelor of Science in General Education

**Work Experience**

Jan. 2009 – Present

**Associate Superintendent of Curriculum & Instructional Accountability (K-12)**

Indianapolis Public Schools

- Aligned and Reorganized the Human/Financial Services of the following departments: ELA/Math/Science/Social Studies/Art/Music/ P.E./Special Education /ELL/Assessment/ Professional Development/School Improvement Team
- Provides Strategic Leadership to all Divisions
- Created new Forest Manor Professional Development Center to support teachers professional development needs
- Successfully Reconstituted the Following Schools:
  - John Marshall Community High School
  - Harshman Middle School
  - George Washington Community High School
  - Elementary School #51
  - Cold Spring School

July 2005 – Dec. 2008

**Assistant Superintendent of Elementary Education Division**  
Indianapolis Public Schools (51 Elementary Schools)

- Leading Change in Lowest-Achieving Schools in IPS
- Confront Management Issues and Made Tough Choices
- Conducted Quality Assurance Reviews on Elementary School Improvement Schools
- Prepared Progress Monitoring Instruments
- Successfully Reconstituted the Following Elementary Schools:

- o Elementary School #15
- o Elementary School #57
- o Elementary School #44
- o Elementary School #59 (Gifted & Talented Magnet)

Aug. 1999 – June 2005

**Regional Director of Arsenal Technical Region**

Indianapolis Public Schools

- Provided Leadership and Supervision for 18 Schools (K-12) and 11 thousand students
- Moved the Highest Poverty schools(s) in the Tech Region to the Highest Performing School(s) in the District
- Received Distinction of the State's 4-Star School Award for one Elementary
- Received the National Blue Ribbon Award for one Elementary
- Successfully Reconstituted the two Lowest Performing Middle Schools by Vacating 50% of the Teachers

Aug. 1994 – July 1999

**Principal of Eleanor Skillen Elementary School #34**

Indianapolis Public Schools

Aug. 1989 – July 1994

**Principal of William A. Bell Elementary School #60**

Indianapolis Public Schools

Aug. 1988 – July 1989

**Administrative Intern/Acting Principal of Carl Wilde Elementary School**

Indianapolis Public Schools

Aug. 1987 – July 1988

**Faculty Leader/Resource Teachers at Elder W. Diggs Elementary School #42**

Indianapolis Public Schools

Aug. 1976 – July 1987

**Special Education Math and/or Resource Teacher at Various Indianapolis**

Public Schools locations: Arsenal Tech High School/#34/#35/#42/#90

**Accomplishments**

**Presenter at the following national conferences:**

- Council of Great City Schools Conference
- National and Regional Effective Schools Conferences
- National At-Rick Conference
- National NCTM Conference
- National Thinking Skills Conference
- National and Regional Chapter One Conference

# YVONNE RAMBO

10171 Touchstone Drive  
Fishers, IN 46038  
[rambo@ips.k12.in.us](mailto:rambo@ips.k12.in.us)  
Home: 317-570-8509 Work: 317-226-4108 Cell: 317-459-8473

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## EDUCATION ADMINISTRATOR

*Lead and oversee instructional curricular programs with state standards as the foundation*

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

### Principal

2002 to present

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
- 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. Developed and maintained positive staff morale. Key accomplishments included:

- Developed a data driven standardized testing program that produced increased student achievement
- Implemented a comprehensive attendance incentive program in collaboration with parents and community partners

# 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:

- Developed, implemented and taught math in the district's first Alternative Education Programs
- 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 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> 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**

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