



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant Application SY 2016-2017

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	Indianapolis Public Schools	Corp #	5385
School	George H. Fisher School #93	School #	5593
Superintendent Name	Lewis D. Ferebee	Email	ferebeel@myips.org
Title I Administrator Name	Bridgette Robinson	Email	robinsby@myips.org
Principal	Nicole Fama	Email	FamaN@myips.org
Mailing Address	7151 East 35 th Street	City	Indianapolis
Telephone	317-226-4293	Zip Code	46226
Total Funding Request	\$1,475,927	Fax	317-226-3663

Select Application Type: Transformation Turnaround Early Learning Whole School Reform Restart Closure

Part 2: Grant Award Information

1003(g) LEA application released (Draft)	May 31, 2016
Technical assistance training through a live webinar. Join the webinar through the link . Number: (877) 422-1931 Pin: 542-270-3981	July 14, 2016 10:00-11:00 am
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 542-270-3981	July 20, 2016 3:30-4:30 pm AND July 28, 2016 10:00-11:00 am
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotform.com/61465812951964	August 16, 2016 9:00 am- 4:00 pm AND August 18, 2016 9:00 am- 4:00 pm
LEA applications due	August 30, 2016
Preliminary Award Notification	September 30, 2016
Planning/Technical Assistance	October 1, 2016 – December 30, 2016
Early Implementation	January 1, 2017 – June 30, 2017

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00120015A

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
Nicole Fama	Principal, School #93
Matthew Rimer	Vice Principal, School #93
Gwendolyn Hardiman	Chief of Staff, School #93
Daniel Kriech	Director of Curriculum and Instruction, School #93
Tammy Laughner	Project: RESTORE Coordinator
Mark Cassoday	Teacher
Amanda Taylor	Teacher
Brittany Connett	Teacher
Megan Smith	Teacher
Aleesia Johnson	Innovation Officer, IPS
Dr. Lewis Ferebee	Superintendent, IPS
Bridgette Robinson	Title I Administrator, IPS

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Ice Cream Social	7/29/15	63	32	4	0	0	200	Met with parents and students as a large group before they met with teachers in smaller groups. Discussed innovation conversion and the school expectations. Welcomed everyone to the School #93 family.
Muffins with Moms	8/3/15	26	5	1	0	0	35	Admin, Counselor, Social Worker, and teachers met with moms and kids to share muffins and discuss school events including innovation status and testing schedule.
Donuts with Dad	8/4/15	14	3	2	0	0	22	Admin, Counselor, Social Worker, and teachers met with dads and scholars to share donuts and discuss school events including innovation status and testing schedule.
Union Savings Bank Meeting	9/16/15	42	3	2	0	0	0	Met with community partners and discussed innovation conversion. Received full support and assistance with brainstorming ideas.
Family Game Night	10/7/15	17	10	2	0	0	35	Families met with staff and played games in small groups. Admin team discussed innovation and answered questions at the beginning of the event with the whole group. Also discussed the possibility of joining PLA.
PTO Meeting	12/8/15	6	6	3	0	0	3	Parents met to discuss innovation and our partnership with PLA

Stand For Children Mtg.	4/24/16	12	3	2	0	0	0	Stand for Children spoke about parent involvement and the importance of connecting with school board members. Earl Phalen attended the event and was available to answer questions.
School Board Mtg./Trip	4/28/16	10	44	4	7	4	5	The School 93 Team spoke at the board meeting. We had a large turnout of support. Admin, teachers and parents spoke in full support of innovation and a partnership with PLA.
Boys Basketball Game	5/18/16	130	15	4	0	0	28	Boys basketball team played in their final game. Admin team hosted a Q and A during halftime regarding our conversion.
Chase Bank Meeting	6/20/16	28	7	4	0	0	3	Discussed community partnership remaining with #93 and explained the PLA partnership. Received full support and another year commitment.
Sixth Grade Parent Meeting	6/7/16	96	12	4	0	0	43	Had cake and drinks to celebrate sixth grade promotion and discuss the middle school options after the PLA partnership

Instructions: Describe the process and comments from family and community input (1 page maximum):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

Family	<p>Information on the planned transformation of School #93 was shared with families as early as the 2014-2015 school year. In response to serious and pressing needs at the school, both the school's families and staff members were calling for change. In an unprecedented move, representatives of the school's parents and families approached the IPS board in an effort to implement the Project RESTORE model. The RESTORE model, developed by a team of IPS educators in 2009, is a 'homegrown' approach to school transformation that includes weekly state test-aligned assessments, instant data feedback cycles, continuous recognition of academic growth, and a highly structured student discipline system. The model had been implemented across two demographically-similar, low-performing IPS schools - Arlington Woods #99 and Anna Brochhausen #88 - and had led to the largest student achievement gains within IPS. Approximately 240 parents signed a petition requesting that our team be authorized to implement the RESTORE model at School #93. This marked one of the first efforts in the district in which families mobilized to ask for the implementation of a specific program. This effort was further backed by our teachers, nearly all of whom petitioned the district to bring our model to the school.</p> <p>School #93 was approved to fully implement the RESTORE model in the 2015-2016 school year. While our model has proven successful at raising student achievement over the previous year, through conversations with families and staff it became clear that the types of changes needed to create transformative change would not be possible under existing structures, or without additional funding and support. This is what inspired our decision to become an Innovation Network School. The INS program, made possible by the 2014 passage of Public Law 1321, allowed IPS to give under-performing or under-used district schools greater flexibility and autonomy in an effort to raise student achievement. Our team held a series of meetings with families throughout the year as early as July 2015 to identify critical areas of need that were not being met under the existing structure. Analysis of parent input revealed that:</p> <ul style="list-style-type: none">• School safety was a primary concern, given the high number of discipline incidents, incidents of physical aggression, and rising level of crime in the surrounding community. As a result, we plan to hire a Dean of Scholars responsible for school culture and consistently implementing a discipline system which focuses on creating a safe, supporting, and encouraging environment and specifically on reducing incidents of physical aggression.• Families expressed frustration at quality of instruction at the school prior to that year, which had been underperforming for many years and had earned an "F" since 2010. While RESTORE has put in place elements of our
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	<p>model that have improved student performance, we now plan to utilize research-based curricula that have been proven to raise student achievement in all core subjects and to implement an expanded professional development program for all educators to ensure high quality instruction for all students.</p> <ul style="list-style-type: none"> • In addition, parents expressed a need for additional technology in the classroom, particularly to help students who are struggling the most academically. As a result, our plan includes adaptive learning technology that will support struggling students as part of small-group and individualized learning and our three-tiered RTI system.
<p>Community</p>	<p>In preparation for the transformation of School #93 and the conversion to an Innovation Network School, our school has intensively engaged community partners throughout the past year. As part of the transition to an INS, a school is permitted to partner with a high performing school operator to lead the school while it remains part of the IPS district. We initiated a series of meetings with the Phalen Leadership Academies, a nonprofit operator of public schools based in Indianapolis, to assist with the transformation process. To date PLA has provided invaluable support and will play a key role in the transformation process moving forward. PLA currently operates the first INS in IPS, School #103, which converted to an INS in the 2015-2016 school year. Throughout the past year, we have been able to draw on lessons learned at School #103 to customize our plan to take full advantage of the autonomy allowed as an INS in implementing our school improvement approach. School #93 has selected the Transformation model based on School #103's guidance, due to the close alignment of the Transformation model and the autonomies of an INS. In addition, PLA and School #103 led a comprehensive assessment of the needs and resources available in Indianapolis' East Side, which we have been able to draw on in determining our school improvement strategies. PLA will also provide critical technical and administrative services to School #93 over the period of this grant, such as professional development, data analysis, operational support, staff retention and replacement/selection, and obtaining philanthropy to sustain school improvements.</p> <p>In addition, we have been able to meet extensively with community based organizations over the past year in an effort to create a truly community-oriented and supported school. We have been able to initiate a partnership with Chase Bank, which has provided in-school tutors in both push-in and pull-out settings over the course of the past year. Based on the success of these efforts, we developed the idea for extending the school day to incorporate this type of individualized support for students' core instruction. In addition, the RESTORE leaders have met with the Samarian Foundation, which is focused on supporting the quality of life in Central Indiana. Over the past year, we have piloted the use of additional technology in the classroom to individualize students' learning by working with Samarian Foundation staff to help students develop media presentations. This was very well-received by students and families, and convinced us of the need to incorporate learning technology. Through conversations with PLA, this idea took shape, and we will now incorporate adaptive learning software within daily instructional periods.</p>

Part 3: LEA and School Assurances and Waivers

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

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations

- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

"Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of

subgrant funds

- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	8/30/2016
Title I Administrator Signature:		Date:	8/30/2016
Principal Signature		Date:	8/24/2016

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5 School Needs Assessment and Goals.

*The model selected for George H. Fisher School #93, which is the focus of this application, is below. Model selection for all other schools in LEA is available upon request.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
George H. Fisher School #93*	K-6	Priority	Transformation	N/A

Part 5: School Needs Assessment and Goals

Data Processes

As the RESTORE team took leadership of School #93, we quickly identified a strong need for improved data collection, analysis, and utilization processes. Through our observations and workgroup meetings, it became apparent that the school lacked many of the components of a high quality assessment system. The school required consistent and regular assessment of student progress using formative assessments. In fact, prior to our leadership, teachers did not implement formative assessments on a regular basis and so only had access to ISTEP testing data. This data typically arrived after students had left their classrooms and advanced to the next grade, and was of no use in customizing instruction on a daily basis. In addition, teachers needed clear processes for, and adequate support by instructional leaders in, using student achievement data to drive instruction and to provide appropriate interventions on a daily basis. We found that there was previously nearly no differentiation for remediation or enrichment. The combination of these factors meant the school was unable to differentiate student performance during the school year, resulting in the school failing to meet each students' particular needs and adequately prepare students for the rigors of ISTEP testing.

Rigorous, frequent data collection and analysis is a core pillar of the RESTORE model and a core competency of our team. With the implementation of RESTORE, our team began to put in place a system for frequent data collection and analysis that has helped raise the ISTEP performance of students, and particularly those in the sub-groups identified above. However, prior to becoming an INS, we were required to implement several assessments that did not offer real value to our work. As an INS, we are free to administer our own weekly assessments; and the results, which are immediately available, help our teachers customize their instruction to meet the needs of all of our students. We now measure the progress of individual scholars, scholar cohorts and subgroups, and the school population as a whole at major learning milestones and during regular intervals between those milestones. Our data collection processes include diagnostic, formative, benchmark and summative assessments. We have also begun to put in place the staffing, programs, processes, and systems that allow us to frequently and accurately collect, isolate, analyze, and report on the wealth of student achievement data generated by these assessments. Data collection, assessment and analysis are the responsibility of every teacher, under the supervision and guidance of the Principal and Leadership Team. The Principal and other support staff assist with incorporating data into our custom-built student information system. On a weekly, monthly and annual basis, we aggregate student achievement data and assess student learning trends.

While we have put in place a strong system, there are still significant areas in which we require additional support to help children make significant academic progress over the course of a year. As part of this grant, the school will now implement adaptive learning programs which contain built-in daily assessments alongside our weekly, interim and formative assessments. Assessment of this frequency is often a new experience for many teachers. Many of our teachers require additional support from an instructional coach to analyze student data by subgroup and individual on a daily and weekly basis, and to determine the appropriate curricula and tools to use each week for supplemental instruction in small groups. In addition, there will be a wealth of data produced by these assessments. That is why we have moved to partner with the Phalen Leadership Academies, in order ensure that we have the systems and processes in place to accurately collect, disaggregate, and utilize student data. PLA will provide additional support and capacity in student data analysis for this grant.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

A thorough analysis was conducted of school needs, including analyzing achievement data and site and classroom observations throughout the 2014-2015 school year. RESTORE has since collaborated with PLA to assess school needs and strengths and determine appropriate school improvement strategies. This revealed that the school had a strong need to raise academic achievement overall. Based on the available ISTEP data, as of 14-15 performance had remained far below district and state averages. Only 19% of children passed both the English Language Arts and math portions of ISTEP, in comparison to 29% passing on average across IPS and 54% of students statewide (IDOE, 2016). Students in major sub-groups experienced chronic and severe underperformance against state and district benchmarks, with only 16% of African American students, 18% of students who are eligible for free or reduced price lunches, and 3% of students eligible for special education passing both portions of the ISTEP (IDOE, 2016). The school was one of the worst-performing in IPS; while the school had received a "C" rating in 2014-2015, School #93 had been rated as "failing" since 2010 (IDOE, 2016). Our team has led turnaround at several schools across IPS, and we have seen how successful school improvement efforts also need to create a strong, positive culture and target the development of the whole child. This is particularly critical when the student population has few available resources to support their social and emotional development and have for too long experienced a learning environment that is chaotic and disorderly. School #93 is situated in one of the most economically stressed communities of the city. Nearly 82% of students are eligible for free or reduced price lunches, meaning that the vast majority of our children are growing up in poverty (IDOE, 2016). Prior to RESTORE, the school struggled to provide effective discipline and adequate social-emotional support for our scholars. Lacking effective discipline practices and consistent implementation of existing policies, with over-crowded hallways and a lack of supervision during transitional periods, the school experienced a high number of discipline infractions and incidents of physical aggression.

When our team received the opportunity to lead School #93, we quickly began to implement the RESTORE model. We have begun to improve the quality of instruction, transform the culture, and ensure that our school supports every child's social-emotional development. Within two months, our students were already making tremendous improvements compared to the same point last year: (1) 62% of scholars in grades 4-6 made growth in ELA proficiency; (2) math proficiency at the school improved by 10%; (3) we had 85 fewer discipline referrals and 15 fewer student suspensions; and (4) enrollment increased by 59 new students. While final results for student performance and performance by sub-groups are still pending, preliminary results indicate that 31% of students passed both portions of the ISTEP, 45% passed ELA ISTEP, and 55% passed math ISTEP in 15-16. While we have begun the transformation process, there are several critical service gaps remaining. (a) Additional **instructional leadership** is needed to support teachers in utilizing results from newly-implemented formative assessments, and (b) additional **instructional time** is needed to allow teachers to provide small-group and one-to-one interventions. (c) Within small-group and individualized instructional sessions, **adaptive learning programs** are needed to provide data-driven intervention which is responsive to individual student needs and the needs of students from all sub-groups. Many of our students show clear signs of anxiety, stress, and trauma, and (d) **additional behavioral leadership staff and specialists** are needed to ensure a positive, high performing school culture and to provide intensive interventions for children experiencing sustained behavioral issues. (e) More **rigorous and extensive professional development** is strongly needed to adequately prepare all educators to implement the core components of our model, adequately differentiate instruction, and support scholar behavioral needs. And finally, (f) it is critical that our school receive **intensive administrative and technical support** in the areas of finance, development, data evaluation, and accountability to ensure that our leaders and educators are able to focus exclusively on what they do best: leading school change. Only through the support of the School Improvement Grant program can these critical improvements be implemented.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2014-2015 Baseline Data	Projecte d/Goal SY 2015-2016	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	19.1%	31%	36%	41%	46%	51%	56%
2. Percent of students proficient on ISTEP (ELA) (3-8)	30.7%	45%	50%	55%	60%	65%	70%
3. Percent of students proficient on ISTEP (Math) (3-8)	33.7%	55%	60%	65%	70%	75%	80%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	68.8%	70%	75%	80%	85%	90%	90%
5. 10 th grade ECA pass rate (English 10)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6. 10 th grade ECA pass rate (Algebra I)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7. Non-Waiver Graduation Rate (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8. College enrollment rates (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Leading Indicators							
1. Number of minutes in school year students are required to attend school	67,500	67,500	67,500	71,100	71,100	71,100	71,100
2. Number of daily minutes of math instruction	85	85	85	95	95	95	95
3. Number of daily minutes of ELA instruction	90	125	125	135	135	135	135
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5. Student enrollment number	414	395	400	405	410	410	415
6. Student attendance rate (must be a % between 0 and 100)	96.0%	96%	97%	97%	97%	98%	98%
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8. Number of students completing dual enrollment classes (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9. Number of students completing BOTH advanced & a dual coursework (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	None	BAS	LSD, SS, BAS	LSD, SS, BAS	LSD, SS, BAS	LSD, SS, BAS	LSD, SS, SS, BAS
11. Discipline referral numbers –behavioral referrals counted	N/A*	N/A*	2500	2100	1800	1700	1600
12. Discipline incidents – number of suspensions and/or expulsions	7*	N/A*	40	35	30	25	20
13. Truants – number of unduplicated students who received truancy letters	55**	50	45	30	25	20	15
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN).	HE: 1 E: 34 IMP: 3 IN: N/A	HE: 10 E: 13 IMP: 3 IN: N/A	HE: 11 E: 12 IMP: 3 IN: N/A	HE: 12 E: 11 IMP: 3 IN: N/A	HE: 13 E: 11 IMP: 2 IN: N/A	HE: 14 E: 11 IMP: 1 IN: N/A	HE: 15 E: 10 IMP: 1 IN: N/A
15. Teacher attendance rate (must be a % between 0 and 100)	N/A*	98.5%	98.6%	98.7%	99%	99%	99%
16. Teacher retention rate (must be a % between 0 and 00)	N/A*	90%	90%	91%	91%	92%	93%

* RESTORE assumed leadership of the school in SY 15-16 and does not have access to accurate records of discipline referrals, discipline incidents, or teacher attendance/retention. In addition, we suspect that inadequate record keeping prior to RESTORE's leadership led to the under-reporting of discipline incidents; in 15-16, our school was transitioning to a comprehensive, online record-keeping system for discipline infractions. With a stronger system now in place for tracking behavioral and discipline incidents, the projections in this chart reflect the number of incidents based on data obtained through the first weeks of the 2016-2017 year. ** Due to inadequate record keeping at the school prior to the leadership of RESTORE and PLA, we did not have an accurate baseline for truancies, and so projected chronic absences.

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1 page maximum for each section)

Instructional Programs	
LEA analysis	<ul style="list-style-type: none"> • <u>Need for increased core instructional time:</u> Prior to RESTORE, core instructional time varied significantly each day. While the school's goal was to provide approximately 90 minutes in reading and math each, instructional time delivered fell far short of that goal, resulting in low overall performance and particularly low performance in ELA. • <u>Need for research-based, vertically-aligned core curricula:</u> Prior to RESTORE, the school was limited to using core curricula which was not research-proven to lead to student achievement increases. In addition, the curricula was not vertically aligned across grade levels. • <u>Need for frequent assessment and in-depth data analysis:</u> As shared previously, prior to RESTORE, the school lacked the ability to implement in-year formative assessments and to disaggregate student data daily, weekly, and monthly. • <u>Need for individualized, adaptive instruction:</u> Lacking frequent formative assessment data, the school was unable to provide adequate differentiation of instruction through small-group or individualized instruction. • <u>Need for expanded and improved professional development:</u> Prior to RESTORE, teachers did not receive any pre-service professional development to prepare them for the upcoming school year or to ensure that teachers were able to make use of formative assessment data, to deeply engage families as partners, and to ensure consistent implementation of discipline policies and classroom management practices.
Justification for Selected Interventions (include alignment to model chosen)	<ul style="list-style-type: none"> • <u>Increased instructional time:</u> We have used the flexibility offered under the INS program to add nearly 35 minutes of instructional time, primarily in the domain of ELA. With your support, we will be able to increase instructional time daily by 20 minutes (60 hours annually), as well as include 16 hours of intensive preparation one month prior to the ISTEP twice per year to prepare students for the exam, resulting in an increase of 76 hours per year of instructional time. • <u>Research-based, vertically-aligned core curricula:</u> A curriculum audit was performed upon our taking leadership of the school and partnering with PLA, with a thorough vetting process that examined each curriculum's evidence base and considered input from a team of accomplished education professionals. Through the flexibility offered under the INS model, we have moved to implement a research-proven ELA curriculum, Harcourt Journeys. The Transformation model will also enable School #93 to implement research-proven, vertically aligned curricula in each core subject, including Singapore Math (math) and Indiana Science Initiative/FOSS (science). • <u>Frequent assessment and in-depth data analysis:</u> While we have begun to implement weekly and nationally-normed formative assessments, these assessments produce a wealth of data, and teachers need additional support to make use of this data to sufficiently customize instruction. Our selected model would enable the addition of a Data and Learning Coach to provide daily coaching, support, and expertise to teachers on methods for disaggregating student data obtained through weekly assessments and adaptive learning programs by subgroup. • <u>Individualized, adaptive instruction:</u> School #93 has moved to incorporate daily time for small-group and individualized instruction. Under the Transformation model, our school will enhance differentiation by providing adaptive learning curricula (Compass Learning and Dreambox Math) for ELA and math. • <u>Expanded and improved professional development:</u> With your support, we will be able to significantly expand existing

professional development and significantly increase the rigor, intensity and relevance of training for all staff, supporting the addition of 100 hours over baseline of PD annually. In addition, we will be able to leverage the expertise of PLA to provide intensive pre-service training on data analysis techniques, behavior management, and parent engagement.

School Leadership

LEA analysis

- Need for high quality principal and leadership team: Prior to the implementation of RESTORE, School #93 was significantly lacking in instructional leadership and expertise necessary to lead transformational change. In particular, it is critically important in school improvement to hire leaders who are capable of leading radical transformations in school culture and instructional practices. With the replacement of the Principal by a strong school leader and leadership team, as described below, the school now has the leadership capacity to lead transformational change. While our leaders were able to implement the core components of the RESTORE model with fidelity, however, we found that there was insufficient time to dedicate to instructional leadership due to extensive time needed to implement administrative tasks, as well as a need to leverage the expertise of a high quality school management organization to provide support in critical areas of school operation and sustainability.
- Need for enhanced school culture and behavioral supports: As RESTORE took leadership of School #93, the school struggled to provide a safe and nurturing learning environment for its students. Teachers did not receive sufficient training on behavioral interventions and classroom management, resulting in frequent classroom disruptions and disruption of student learning. The school lacked clear discipline policies and consistent implementation of those policies, resulting in frequent incidents of physical aggression and other discipline infractions. In addition, the school did not have a school leader dedicated exclusively to developing positive school cultural policies and programs. While the school did have a limited number of support staff (i.e. Social Worker), the number of staff dedicated to student behavior was not sufficient to provide individualized behavioral interventions for students in need of sustained support.

Justification for Selected Interventions (include alignment to model chosen)

- High quality principal and leadership team: The Principal from 2014-2015 was reassigned prior to 2015-2016, and RESTORE leaders were selected to lead the school following overwhelming parental support. The Principal, a Chief of Staff, and a Director of Curriculum and Instruction were selected based on extensive backgrounds in leading school change, including leading the most transformational increases in student achievement in IPS. Our leadership's need for additional technical and administrative support is in part what inspired our school to become an INS this year. In becoming an INS, PLA has become the operator of the school, allowing PLA to provide critical back-end and technical services. This shift frees up substantial time for school leaders to focus on implementing the elements of school transformation with fidelity. The Transformation model will allow for PLA to provide services in the areas of financial management, high quality professional development, data systems and analysis, drawing in additional philanthropic support for the school to sustain improvements, and more. This will also allow leaders to leverage the PLA network to access high performing school leaders as mentors for our school leadership.
- Enhanced school culture and behavioral supports: The Transformation model aligns with the elements that have been put in place and the plan our leadership has to transform school culture. Transitioning to an INS has allowed us the flexibility to staff additional positions at the leader and interventionist level that are necessary to creating and sustaining cultural change. With your support, we will add a Dean of Scholars responsible for consistent implementation of school culture practices, discipline policies, and family engagement. The Transformation model will also enable School #93 to add a behavioral specialist focused on providing intensive, sustained interventions for our students, many of whom

have persistent social and emotional difficulties. Your support will also allow us to add pre- and in-service professional development to provide more extensive training to staff on effective behavior and classroom management.

School Leadership

LEA analysis

- Need for consistent, high quality teaching: Highly effective teachers are critical to school turnaround efforts. Prior to RESTORE, student performance on ISTEP was chronically low, and yet most teachers were rated as Effective, with one teacher (less than 3%) was rated Highly Effective. It is clear that teacher evaluations must accurately reflect teachers' abilities to raise student achievement. It is also clear that additional, intensive, and high quality PD is needed to raise the quality of instruction; previously, teachers received only four days of in-service professional development, and no pre-service training. Given the low level of preparation and retention strategies the school implemented, it was not surprising that teacher retention was quite low (75%).
- Need for improved infrastructure supporting school culture, parent engagement, and social-emotional development: As shared above, the school lacked sufficient personnel prior to the implementation of RESTORE last year to provide adequate support for students and families. With no personnel dedicated to school culture or to behavioral intervention, the school was unable to create and consistently enforce both adequate discipline systems and a clear system for incentivizing positive behavior. In addition, the school did not have the capacity to provide events and services to parents by leveraging community partners or providing adequate training to educators.

Justification for Selected Interventions (include alignment to model chosen)

- Consistent, high quality teaching: Our approach is built to attract, retain, and support high quality educators by creating a high-performing culture, providing high quality pre-service and in-service training, and through extensive opportunities for ongoing professional development. Using this approach, we were able to retain 90% of educators last year. The Transformation model will allow School #93 to enhance teacher retention by enabling us to implement a robust teacher retention strategy including ongoing PD and peer mentoring, promotions to leadership positions, and the opportunity to work with PLA's Development department to apply for mini-grants. The move to an Innovation Network School will allow us the flexibility to implement a core component of the Transformation model by providing intensive pre- and in-service training totaling 124 hours. This move will allow us to partner with PLA to leverage nationally-recognized trainers to deliver training, as well as provide educators with over 20 hours of pre-service e-learning. While we have been able to make our program work even with virtually identical staff, our new autonomy enables us to be more selective in choosing high quality teachers, rewarding high performers, and replacing those who do not demonstrate excellence. The Transformation model will also enable us to leverage PLA's network and expertise to recruit additional high quality educators. Finally, the Transformation model will enable us to implement a three-category teacher evaluation system that includes student achievement as a significant factor in teacher effectiveness.
- Improved infrastructure supporting school culture, parent engagement, and social-emotional development: Following the implementation of RESTORE, we were able to make progress in shifting the school's culture and providing additional support for parent engagement. We achieved this through the implementation of a school-wide discipline policy and an aligned incentives system that rewards positive behaviors and student academic progress. The shift to an Innovation Network School has enabled unprecedented flexibility over staffing and hiring to meet the need for additional support of families and students. The Transformation model will allow us to take advantage of this flexibility to staff positions, including the Dean of Scholars and licensed behavior specialist, to dedicate their time to improving school culture, consistently enforcing school-wide discipline and incentives, and reduce the number of discipline incidents occurring at School #93.

Part 6a: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. (1 page maximum for each section)

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Rationale for model: Based on an analysis of student data, meetings with staff and families, research, and consultations with the Indiana Department of Education, our team has selected Transformation as the best fit for enacting the desired changes at School #93. The model's key improvement strategies align most closely with the improvement principles that will be implemented as part of School #93's transition to an Innovation Network School. Made possible by the passage of PL1321 in 2014, IPS identified the Phalen Leadership Academies – a nonprofit operator of public schools – to serve as the lead partner in transforming School #93 into an Innovation Network School. IPS, in close collaboration with PLA, will lead the transformation process by providing critical flexibility, services, resources, and oversight of transformation efforts at School #93. School #93 will remain open and a district school, meaning that this partnership does not fall under the Restart model in which the school would re-open as a charter school.

Describe how model aligns to Subgroup Data: Educators will receive intensive training that focuses on culturally-relevant instructional techniques and family engagement. With the flexibility provided as an INS, our Transformation Model will also utilize a rigorous process for recruiting additional teachers and school leaders who will elevate instructional quality, supporting all student subgroups. The new curricula and technology supports that the model allows us to select are also culturally appropriate, reflect themes relevant to African-American students, and acknowledge the life challenges faced by students living in poverty. The flexibility allowed under the INS program will allow school leadership to make necessary changes in order to provide an education in the least restrictive environment and the necessary support services as determined by a child's IEP. The technology supports allowed under this model will also provide an increase in comprehensible input for students with disabilities. Finally, the addition of weekly assessments and daily technology supports will allow better tracking for students who test for disabilities, as well as for low-performing students of all subgroups.

Describe how the model aligns to Overall Achievement Indicators: Our proposed Transformation Model addresses the critical levers needed to substantially improve achievement in core subjects: maximizing learning time by extending the school day each day and during critical periods; ensuring student achievement and growth through frequent assessments; retaining and selecting highly effective teachers and school leaders who have a demonstrated track record of improving student achievement; using research-based curricula proven to impact student achievement when implemented with fidelity; implementing small-group instruction; adding a Data and Learning Coach to assist teachers in using student data to drive instruction; and adding a Dean of Scholars and behavioral specialists who will provide critical social emotional support for scholars, helping to improve student attendance, behavior, and retention.

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Describe how the model aligns to Leading Indicators: The transition to an Innovation Network School will allow us to significantly expand student instructional time by extending the school day and by adding before, after, and summer school, all of which including increased time for instruction in ELA and math. The improvements in school culture, consistent implementation of school discipline policies, additional staffing, and enhanced family supports allowed under this model will help increase student attendance and reduce incidents of discipline and truancy. Finally, the Transformation model will help increase the percentages of effective and highly effective teachers at the school through implementing an expanded induction program, implementing an enhanced performance evaluation and teacher selection system, providing additional resources for highly effective staff, providing frequent opportunities for leadership growth, offering frequent support from a Data and Learning coach and school leaders, and providing extensive ongoing PD.

Describe how the model will create teacher, principal, and student change.

Your support will infuse George H. Fisher School #93 with critical resources that are necessary to significantly improve student achievement and culture. By the time the grant period is over, these changes will be embedded and become the new norm for our school, for our students and staff, and for our community. We have been able to begin to lay the foundation to School #93' transformation efforts thanks to a preliminary year of implementation of the RESTORE model, as well as its conversion into an Innovation Network Schools (INS) within IPS. **Your grant will be essential to implementing the best practices we have identified and will accelerate and actualize the transformation of School #93. The only activities for which this application requests the support of a School Improvement Grant are those activities that are not covered by per-pupil allocation; our request does not supplant any existing federal funding. The district only requests supplemental funds to cover the cost of these supplemental but essential activities.**

Create Principal change: Your grant will create principal change by supporting a highly qualified school leader, building out a highly effective leadership team, and providing the school with critical operational support from the Phalen Leadership Academies and IPS. Greater operational flexibility under the Innovation Network School and the Transformation Model allows for the replacement of the principal and the installation of new leadership that is better aligned with the school's needs. RESTORE and PLA were selected based on a strong track record of leading school change; no other single set of leaders within IPS has achieved the same level of school improvement increases as RESTORE. Monthly meetings with a mentor – potentially a leader from a high performing local public school or School #103, a PLA-led school that is also implementing the Transformation model successfully - will further solidify the Principal's ability to lead school change. In addition, your grant will allow us to hire a new Dean of Scholars as part of a newly-formed leadership team that will be critical to building a strong and positive school culture.

Creating Teacher change: The transition to an INS has made it possible for the school to have the flexibility it needs to implement changes under the Transformation model that will result in a highly effective team of educators. We have the autonomy over selection that we need to ensure a high quality team, and will implement an expanded PD program that provides teachers with extensive pre- and in-service training. The school will move to a more rigorous teacher evaluation process that accurately takes into account student data as critical in teacher performance ratings, to ensure that our teachers are highly effective at improving student achievement. Additionally, your support will allow us to staff critical positions, such as a Data and Learning Coach, who enables teachers to drill down on critical skills and help all students make significant academic progress over the course of a year.

Describe how the model will create teacher, principal, and student change.

Creating student change: Your grant will ensure that students are able to make strong, consistent academic growth by allowing us to extend the school day; maximize core instructional time; individualize learning through additional small-group and individualized instruction and adaptive learning programs; enable frequent assessment of student progress; and implement research-based curricula. In addition, the your support will ensure that students are able to learn in a learning environment that embraces a high-performing culture; provides extensive support for student behavioral needs; consistently implements discipline policies and incentives for progress; and engages families deeply in the education of their children by supporting critical additions to our staff.

Part 6b: Selection of Improvement Model – Planning Year – SY 2016-2017

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY16-17 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Developing and increasing teacher and school leader effectiveness: Replace the Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN turnaround Principle 1)				
Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort	Previous Principal was replaced prior to the 2015-2016 school year as part of the implementation of the RESTORE model. The Principal has extensive experience in school leadership, including a track record of leading the largest student achievement gains within IPS. The Principal will lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts. Please see more about the flexibility provided in the implementation years, under 'operational flexibility.' (LEA)	Phase One (First Quarter)	General fund	The performance of the Principal will be tracked through a formal annual review.

Redesign the current leadership structure to create a building-wide team	Creation of school leadership team and school improvement sub-team composed of Principal, Vice Principal, Dean of Curriculum and Instruction, Chief of Staff, and select Lead Teachers, along with PLA support through Directors of Recruitment, Training, Teacher and Leader Development, Development, Data and Accountability, and Finance (Principal)	Phase Two (Second Quarter)	General fund	The activities of the Leadership Team will be tracked in meeting notes.
	Create plans for hiring Dean of Scholars. Hire Dean of Scholars through comprehensive recruitment and rigorous interview processes. Dean of Scholars facilitates socio-emotional development of scholars, providing counseling, behavior management, and coordinating wraparound services (Principal, Chief of Staff, PLA Recruitment Manager)	Phase Three (Third Quarter)	Dean of Scholars Salary Recruitment Manager Salary	Dean of Scholars hiring timeline created.
Provide the principal with a mentor from a high-performing school, or external or university partner	Create plans for providing Principal with mentor, which will include identifying an experienced school leader from high performing local public school or School #103, a SIG-funded transformation school (Principal, Director of Teacher and Leader Development)	Phase Three (Third Quarter)	No budget impact	Principal Mentor selection timeline and rubric created.
Developing and increasing teacher and school leader effectiveness: Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement...				
Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work	Create timelines for filling open positions by hiring highly qualified teachers. Leverage PLA network and recruitment expertise to recruit a diverse and highly qualified educators for each position to replace outgoing teachers using through a systematic campaign using partner diversity talent channels, social media, media spots, and our network of nonprofit and university partners. Select prospective teachers through a highly rigorous, seven step process including a phone screen, writing sample, leadership test, and in-person interview (Recruitment Manager, Principal)	Phase Three (Third Quarter)	Recruitment Manager Salary	Teaching hiring timelines created.

Use a teacher evaluation system which takes student growth into account as a significant factor	Adapt new teacher and school leader evaluation system developed by RESTORE team with teacher involvement, which takes into account student performance as a significant factor and provides the capacity to meaningfully differentiate performance across three levels. (Principal)	Phase Two (Second Quarter)	General fund	Formalized teacher evaluation rubric adopted.
	Pre-service training for new teachers on evaluation system (Principal)	Phase One (First Quarter)	General fund	Training completion logs.
Ensure ineffective teachers are not reassigned to the school	Removal of teachers with ineffective ratings.	Phase Four (Fourth Quarter)	General fund	Teacher retention and removal records.
Developing and increasing teacher and school leader effectiveness: Identify and reward school leaders, teachers, and other staff...				
Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers	Develop plans, timelines, and systems for providing high performing teachers with additional rewards or grants to secure classroom resources (Principal, Director of Development, Director of Teacher and Leader Development)	Phase three (Third Quarter)	Other support services	Teacher awards will be tracked through the creation of new employment contracts for summer training and teacher attendance and data systems.
Developing and increasing teacher and school leader effectiveness: implement such strategies as financial incentives, increased opportunities... due to template formatting, content skips over to the next page				

Provide staff with opportunities for leadership growth in the building	Codify opportunities for promoting, supporting, and retaining highly effective instructional staff, including: recognize school leaders, teachers, and staff who are leading transformation effectively on a monthly basis school-wide; service on the leadership or culture/safety/curriculum committees; promotion to a Data and Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities (Principal, Director of Teacher and Leader Development)	Phase Two (Second Quarter)	General fund Other support services	Teacher retention and promotion will be tracked through the creation of new employment contracts and teacher attendance and data systems
Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties	All (100%) teachers voted to approve transition to Innovation Network School prior to the 2016-2017 school year, which provides flexibility around school hours, job assignments and duties. Develop teacher recommitment process, which may include meetings, focus groups, and surveys, prior to implementation year in anticipation of new working conditions in Implementation years involving extending the school day (Principal)	Phase One (First Quarter)	General fund	Innovation Network School contract; teacher recommitment process codified.
Implement a comprehensive induction program for new teachers	Implement 3-day, 60-hour training seminar "RESTORE Retreat" for all staff members delivered through on-site workshops, presentations, and modeling. Training includes wide range of topics such as data-driven instruction, utilizing formative assessment data, and more and is delivered by RESTORE experts (Principal, Chief of Staff)	Phase One (First Quarter)	General fund	Training completion records.

Comprehensive instructional reform strategies: use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards (IN turnaround principle 3) due to template formatting, content skips over to the next page

Conduct a curriculum audit	Curriculum audit conducted in 2016 school year to identify appropriate research-based, vertically and IAS-aligned reading, math, and science curricula. Vetting process conducted that examined each curriculum's evidence base and considered expert opinions from a team of accomplished educational professionals. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science) were selected for their evidence base, and ease of developing differentiation strategies. Harcourt Journeys implemented. Adaptive learning software for small-group rotations (DreamBox Learning-Math; Compass Learning) selected based on set of research- and practice based factors recommended by a national leader in blended learning, the Charter School Growth Fund (Principal, Leadership Team, PLA Curricula Advisors)	Phase One (First Quarter)	General fund and other support services	Curriculum selections developed and codified.
School leaders verify the curriculum being delivered is aligned to IAS by frequent classroom walk-thrus and reflective feedback to teachers	School leadership team conducts five formal observations of each teacher using a standardized rubric; school leaders conduct weekly observations of each teacher (Leadership Team)	Multiple Phases (Multiple Quarters)	Part of Principal, school leader contracts	Teacher implementation of curricular alignment to state standards evaluated during Principal observations using standardized rubric. School-wide alignment of curricula to state standards evaluated and tracked during Leadership Team meeting minutes.
Hire and implement the use of instructional coaches	Hire a Data and Learning Coach focused on providing daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark assessment findings in reading and math (Principal, Recruitment Manager)	Phase Three (Third Quarter)	Data and Learning Coach Salary Recruitment Manager Salary	Data and Learning Coach hiring records and timelines.

Using and integrating technology-based supports and interventions as part of the instructional program	Finalize schedules and processes for integrating adaptive learning programs within daily small-group learning sessions in implementation year (Principal, Director of Curriculum and Instruction)	Phase Three (Third Quarter)	Part of school leader salaries	Codified plans and schedules developed for integrating adaptive learning programs.
Comprehensive instructional reform strategies: Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN turnaround principle 2 and 6)				
Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement	Implement LEA-developed data dashboard system supplemented by PLA data system for tracking school- and student-level data. Student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Teachers collect student data and analyze data points from weekly assessments on a weekly basis. (Principal, Teachers, Director of Data and Accountability)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Conduct formative assessment development and training	Teachers receive training on formative assessment implementation (weekly assessments, VIMME Math, DIBELS) during 3-day pre-service orientation (Principal)	Phase One (First Quarter)	General fund	Training completion records.
	Principal conducts weekly observations of all classrooms, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results (Principal)	Multiple Phases (Multiple Quarters)	Part of school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.

Analyze formative and summative assessments to respond to student academic, behavioral, and social needs	Implement ISTEP, IREAD-3 state exams and formative assessments; internally-designed and standards-aligned weekly assessments in ELA and math; and nationally-normed interim assessments DIBELS and STAR. Student data collected and reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject (Principal, Director of Data and Accountability, Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Teachers intentionally communicate learning objectives to students which are aligned to IAS	Teachers review academic goals and students' progress against those goals based on performance on interim and weekly formative assessments with each student (Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Implement a school-wide response to intervention model	RTI system is fully implemented in planning year. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students "at risk" receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier receive intensive, supplemental, small-group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring (Principal)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Implement a culturally-competent system to improve safety, reduce suspensions, increase attendance, and support all	Implement school-wide system, developed in IPS schools by Project RESTORE team, including: new comprehensive discipline policies and a behavior management system including fair and consistent rules and aligned incentives (Principal)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Attendance and behavior records tracked in data dashboard, reports to LEA, PLA.
	Provide pre-service training for staff on behavior management system during 3-day RESTORE Retreat (Leadership Team)	Phase One (First Quarter)	General fund	Training completion records.

students	Staff and parent engagement community partner STAND for Children plan monthly family events, workshops, and conduct regular outreach to boost attendance and support students (Dean of Scholars)	Multiple Phases (Multiple Quarters)	Provided in-kind by partner	Partner contracts.
Utilize a behavior interventionist	Create hiring timelines and plans for behavioral interventionist. Behavioral interventionist will provide support and intensive interventions for traumatic stress and healthy emotional development (Principal, Recruitment Manager)	Phase Four (Fourth Quarter)	Recruitment Manager Salary	Codified hiring timelines and plans.
Comprehensive instructional reform strategies: Provide staff ongoing, high quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN turnaround principle 5)				
Restructure school leadership team to dramatically increase time available for instructional leadership	School leaders conduct weekly observations of each teacher (Leadership Team)	Multiple Phases (Multiple Quarters)	General fund	Teacher performance will be tracked in teacher performance reviews.
Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting	Ongoing teacher professional development 10 days throughout the year for all teachers covering classroom based instruction, covering topics relating to instructional quality in both group and individual settings. Teachers receive daily informal coaching and modeling from highly effective peers. (Principal)	Multiple Phases (Multiple Quarters)	Part of Principal, Teacher salaries	PD completion logs

	On a bi-weekly basis, teachers participate in intensive sessions that drill down on critical skills such as data-driven instruction, classroom management, and more (14 total hours) (Principal)	Multiple Phases (Multiple Quarters)	Training stipends	PD completion logs
Increasing learning time and creating community oriented schools: Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional instruction time for: a) core academic subjects, b) other and enrichment subjects, or c) teachers to plan and engage in professional development (IN turnaround principle 7)				
Provide increased learning time for students	Increase core content learning time by 55 minutes daily compared to baseline 14-15 year, from 175 minutes daily to 230 minutes daily. Increase achieved by extending the school day by 20 minutes (30 total hours in first year) and by rescheduling core content learning time to add 45 minutes in ELA and 10 minutes in math daily (Principal)	Phase Three (Third Quarter)	Extended instructional time stipends for teachers	Daily schedules and teacher contracts indicate increased time
	For one month prior to standardized testing, extend school day by one hour twice per week to provide time for small-group, individualized intervention in ELA and math from certified teachers (total increase of 8 hours in first year)	Phase Three (Third Quarter)	Extended instructional time stipends for teachers	Daily schedules and teacher contracts indicate increased time
Provide before/after/summer/ weekend school enrichment and/or intervention programs	Students provided the opportunity to receive additional 30 minutes of tutoring during Morning Work periods before school, provided by certified teachers (Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Daily schedules codified
	Students provided the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week, for two hours per day, through a partnership with YMCA (adding approximately 72 hours over baseline) (Principal)	Multiple Phases (Multiple Quarters)	Provided in-kind through partnership with YMCA	Partnership contracts finalized

Utilization and analysis of extended learning time data	Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject, including data obtained from before-school and after-school activities (Principal, Director of Data and Accountability)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Increasing learning time and creating community-oriented schools: provide ongoing mechanisms for family and community engagement (IN turnaround principle 8)				
Implement culturally competent family and community engagement programs focused on instruction and academic performance	Train teachers to effectively partner with parents delivered through 18 hours of pre-service and 74 hours of in-service PD (Principal, Director of Training)	Phase One (First Quarter)	General fund Training stipends	Training completion logs.
Hire parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families	Partner with STAND for Children who provides parent engagement specialists to who to assist in planning 15 family events, workshops, and regular outreach to parents (Principal)	Multiple Phases (Multiple Quarters)	Provided in-kind by partners	Partnership contracts.
Engage community partners to provide wrap-around services for students and families	Engage local community-based agencies to connect students and families to key services in the areas of health, family financial success, and more (e.g., Chase Bank, Gallahue Mental Health) (Principal)	Multiple Phases (Multiple Quarters)	Provided by partners	Partnership contracts.

Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support	Provide weekly behavior, effort, and progress report cards to parents indicating students' performance. Host at least one Parents in Touch day annually to provide formal updates to parents on student progress (Principal)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Report cards distributed; Parents in Touch Day attendance records.
Providing operational flexibility and sustained support: give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement and increase high graduation rates				
LEA must provide the Principal control: control over people, time, program, and dollars; provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	School #93 under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget (Innovation Officer)	Multiple Phases (Multiple Quarters)	Part of IPS general fund	Innovation Network School Contract
Allowing the school to run under a new governance arrangement, such as a transformation division within the LEA	School operates under Innovation Network School division within LEA, a school-improvement focused division of schools (Innovation Officer)	Multiple Phases (Multiple Quarters)	Part of IPS general fund	Innovation Network School Contract
Providing operational flexibility and sustained support: ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO)				

Defined district role in the school SIG planning process	The LEA will support all elements of the SIG planning process for School #93. LEA will support the analysis of school need. Superintendent provides high-level monitoring and guidance of the planning process. Innovation Officer oversees monitoring and implementation (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	District plans created
Designated central office staff member to be part of the SIG process	The LEA-designated staff member, the district's Innovation Officer, will continue to be a key part of the SIG planning process (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Innovation Officer position staffed
Written support and commitment from local teacher's association regarding flexibility for SIG implementation	PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, School #93 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Innovation Network School contract
Data review plan	LEA reviews data on a monthly basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information (LEA, Innovation Officer, Director of Data and Accountability).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs Data and accountability services	Data review plan created
Special populations review plan	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Special populations review plan

Fiscal monitoring plan	LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Fiscal monitoring plan created
Evaluation system	System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups (Innovation Officer, Superintendent, Principal)	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Evaluation plan created
Reallocate resources to increase support for direct instruction of students at risk of failure	LEA designates funds for frequent assessment and progress monitoring (Superintendent)	Multiple Phases (Multiple Quarters)	Part of IPS contract	Innovation Network School contract
LEA must provide the Principal the opportunity to present updates and progress to the board at least twice per year in a pre and post manner	Principal presents results of Transformation model implementation and school improvement twice annually (Principal, Innovation Officer)	Phase Four (Fourth Quarter)	Part of Principal contracts	Presentations and IPS board meeting minutes
Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university)	LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment, training, data evaluation and accountability, finance, fundraising (Directors of Recruitment, Training, Evaluation and Accountability, Finance, and Development).	Multiple Phases (Multiple Quarters)	Other support services	PLA contract created

Part 6c: Selection of Improvement Model – Implementation Years – SY 2017-2018, SY 2018-2019, and SY 2019-2020

Instructions: Complete the table below detailing the three-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

Required Elements	Person(s) Responsible	Action Steps			Budgeted Items
		SY 2017-2018	SY 2018-2019	SY 2019-2020	
Strategy: Developing and increasing teacher and leader effectiveness: Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)					
Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort	LEA	Principal continues to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts, working to embed cultural changes within existing structures	Principal continues to lead staff, leader, and student change, working to embed instructional changes within existing structures	As a result of Principal's leadership, significant changes achieved in student achievement and culture; instructional and cultural changes embedded within existing structures and processes	Part of Principal salary
Required year of Pre - implementation/ planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant	Innovation Officer	Review Principal effectiveness in leading transformation efforts according to monitoring plan	Review Principal effectiveness in leading transformation efforts according to monitoring plan	Review Principal effectiveness in leading transformation efforts according to monitoring plan	Part of Principal salary

<p>Beginning in year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order receive SIG funding</p>	<p>Principal</p>	<p>Report submitted to IDOE providing evidence of Principal ability to successfully lead transformation according to monitoring plan and Principal evaluation rubric</p>	<p>Report submitted to IDOE providing evidence of Principal ability to successfully lead transformation according to monitoring plan and Principal evaluation rubric</p>	<p>Report submitted to IDOE providing evidence of Principal ability to successfully lead transformation according to monitoring plan and Principal evaluation rubric</p>	<p>Part of Principal salary</p>
<p>Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on building leadership capacity, developing teacher leadership across the building, school improvement planning, and roles of all members</p>	<p>Principal, Vice Principal, Dean of Curriculum and Instruction, Chief of Staff, Dean of Scholars, and select Lead Teachers, along with PLA support through Directors of Recruitment, Training, Teacher and Leader Development, Development, Data and Accountability, and Finance</p>	<p>School leadership team meets at least monthly to provide planning, oversight of transformational change associated with the school's action plan; build teacher and school leader capacity for implementation; and refine the goals, roles, and responsibilities of the team. School leadership team includes additional leadership staff, i.e. Dean of Scholars</p>	<p>School leadership team meets at least monthly to provide planning, oversight of transformational change associated with the school's action plan. Teacher and leader capacity is sufficient to lead implementation. Leadership team has defined goals, roles, and responsibilities.</p>	<p>All school leaders have clear understanding and proficiency in leading school change according to action plan, and meet monthly to track progress. Teacher and leader capacity is sufficient to lead implementation. Leadership team has defined goals, roles, and responsibilities.</p>	<p>General fund Dean of Scholars Salary Other support services</p>

Provide the principal with a mentor from a high-performing school, or external or university partner	Principal, Director of Teacher and Leader Development	Mentor meets at least monthly with Principal to share best practices for leading school improvement according to the transformation model	Mentor and Principal meet at least monthly to compare best practices and share lessons learned from implementation of the transformation model in various settings	Mentor and Principal continue to meet at least monthly to share best practices, bring in additional staff and peers as necessary to share effective implementation strategies	Part of Principal salary
Strategy: Developing and increasing teacher and leader effectiveness: Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement...					
Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work	Recruitment Manager, Principal	Leverage PLA network and recruitment expertise to recruit a diverse and highly qualified educators for each position to replace outgoing teachers using through a systematic campaign using partner diversity talent channels, social media, media spots, and our network of nonprofit and university partners. Select prospective teachers through a highly rigorous, seven step process including a phone screen, writing sample, leadership test, and in-person interview	Continue to leverage PLA network and expertise to recruit and replace educators. RESTORE leadership team forms core part of selection and induction process to evaluate teachers skilled in turnaround work.	Continue to leverage PLA network and expertise to recruit and replace educators. A diverse and highly experienced cadres of turnaround-focused teachers is selected and retained at high levels.	Recruitment Manager Salary

Use a teacher evaluation system which takes student growth into account as a significant factor	Principal	New teacher evaluation system fully implemented and used to evaluate Principal and teachers. Correlate academic and disciplinary data in evaluations.	New teacher evaluation system fully implemented and used to evaluate Principal and teachers. Increase percentage of effective teachers. Correlate academic and disciplinary data in evaluations.	New teacher evaluation system fully implemented and used to evaluate Principal and teachers. Increase percentage of highly effective teachers. Correlate academic and disciplinary data in evaluations.	Part of Principal salary
	Director of Training	Pre-service training for new teachers on evaluation system	Teachers begin to offer peer training and leadership during pre-service PD on evaluation system	Evaluation system implemented with fidelity, used to formally evaluate all teachers.	Director of Training Salary
Ensure ineffective teachers are not reassigned to the school	Principal	Removal of teachers with ineffective ratings	Removal of teachers with ineffective ratings	Removal of teachers with ineffective ratings	Part of Principal Salary

Strategy: Developing and increasing teacher and leader effectiveness: Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; due to template formatting, content skips over to the next page

<p>Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers</p>	<p>Principal, Director of Development, Director of Teacher and Leader Development</p>	<p>Implement system for providing high-performing teachers with additional rewards or grants. Includes: Interested and high-performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p>	<p>Continue to implement system for providing high-performing teachers with additional rewards or grants. Includes: Interested and high-performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p>	<p>Continue to implement system for providing high-performing teachers with additional rewards or grants. Includes: Interested and high-performing instructors frequently apply for grants to secure classroom resources with the support of PLA Development Director; high percentage of high-performing staff apply to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p>	<p>Other support services</p>
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Strategy: Developing and increasing teacher and leader effectiveness: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation mode - due to template formatting, content skips over to the next page

Provide staff with opportunities for leadership growth in the building	Principal, Director of Teacher and Leader Development	Promote, support, and retain highly effective instructional staff through methods that include: recognize school leaders, teachers, and staff who are leading transformation effectively on a monthly basis; service on the leadership or culture/ safety/ curriculum committees; promotion to a teacher-leader or Data and Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities	Continue to promote, support, and retain highly effective instructional staff through methods that include: recognize school leaders, teachers, and staff who are leading transformation effectively on a monthly basis and at closing ceremonies; service on the leadership or culture/ safety/ curriculum committees; promotion to a teacher-leader or Data and Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities	Continue to promote, support, and retain highly effective instructional staff through methods that include: recognize school leaders, teachers, and staff who are leading transformation effectively on a monthly basis and at closing ceremonies; service on the leadership or culture/ safety/ curriculum committees; promotion to a teacher-leader or Data and Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities.	Part of Principal salary Other support services
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Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties	Principal	Implement process for staff recommitment to extended day, which may include: meetings, focus groups, and surveys	Newly selected teachers commit to Innovation Network School flexibility and expanded school day requirements	Newly selected teachers commit to Innovation Network School flexibility and expanded school day requirements	General fund
Implement a comprehensive induction program for new teachers	Principal, Director of Training	Implement five-day, 50-hour comprehensive pre-service orientation and training for all staff members. Training includes 30 hours of intensive, classroom-based workshops and 20 hours of asynchronous, web-based modules covering critical skills such as data-driven instruction, classroom management, partnering with parents, and more delivered by recognized PLA trainers and RESTORE experts. Director of Training develops content for training workshops and modules	Implement five-day, 50-hour comprehensive pre-service orientation and training for all staff members. Training includes 30 hours of intensive, classroom-based workshops covering critical skills such as data-driven instruction, classroom management, partnering with parents, and more delivered by recognized PLA trainers and RESTORE experts. Director of Training develops content for training workshops and modules. Highly effective teacher-leaders begin to lead training sessions.	Implement five-day, 50-hour comprehensive pre-service orientation and training for all staff members. Training includes 30 hours of intensive, classroom-based workshops covering critical skills such as data-driven instruction, classroom management, partnering with parents, and more delivered by recognized PLA trainers and RESTORE experts. Highly effective teacher-leaders begin to lead training sessions.	Training stipends Director of Training Salary
Strategy: Comprehensive Instructional Reform Strategies: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)					

Conduct a curriculum audit	Principal, Leadership Team, PLA Curricula Advisors	Implement research-based, vertically and IAS-aligned reading, math, and science curricula. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science). Teachers utilize adaptive learning software in small-group learning (DreamBox Learning-Math; Compass Learning)	Continue to implement research-based, vertically and IAS-aligned reading, math, and science curricula. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science). Teachers utilize adaptive learning software in small-group learning (DreamBox Learning-Math; Compass Learning)	Continue to implement research-based, vertically and IAS-aligned reading, math, and science curricula. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science). Teachers utilize adaptive learning software in small-group learning (DreamBox Learning-Math; Compass Learning)	General fund Adaptive learning software licenses
School leaders verify the curriculum being delivered is aligned to IAS by frequent classroom walk-thrus and reflective feedback to teachers	Leadership Team	School leadership team conducts five formal observations of each teacher using a standardized rubric; school leaders conduct weekly observations of each teacher	School leadership team conducts five formal observations of each teacher using a standardized rubric; school leaders conduct weekly observations of each teacher. Increase percentage of teachers rated as effective.	School leadership team conducts five formal observations of each teacher using a standardized rubric; school leaders conduct weekly observations of each teacher. Increase percentage of teachers rated as highly effective.	Part of school leader contracts

Hire and implement the use of instructional coaches	Data and Learning Coach	Data and Learning Coach, focused on both math and reading, provides daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark findings	Data and Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark findings. Teachers considered for selection as Coach.	Data and Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark findings. Teachers considered for selection as Coach.	Data and Learning Coach Salary
Using and integrating technology-based supports and interventions as part of the instructional program	Principal, Teachers	Students receive 10 additional minutes of math and 50 additional minutes of ELA learning daily comprised of whole group, small group, and one-to-one instruction using adaptive learning software	Students receive 10 additional minutes of math and 50 additional minutes of ELA learning daily comprised of whole group, small group, and one-to-one instruction using adaptive learning software	Students receive 10 additional minutes of math and 50 additional minutes of ELA learning daily comprised of whole group, small group, and one-to-one instruction using adaptive learning software	Adaptive learning software licenses
Strategy: Comprehensive Instructional Reform Strategies: Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)					
Report card accountability disaggregation presented and provided to IDOE at first monitoring visit	Principal, Leadership Team	Report card disaggregation presented to IDOE	Report card disaggregation presented to IDOE	Report card disaggregation presented to IDOE	Part of Principal, School Leader contracts

Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement	Principal, Teachers, Director of Data and Accountability	Implement LEA developed data dashboard system supplemented by school and PLA data systems for tracking school- and student-level data. Student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Teachers collect student data and analyze data points from weekly assessments on a weekly basis.	Continue to implement developed data dashboard system supplemented by school and PLA data systems for tracking school- and student-level data. Student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Teachers collect student data and analyze data points from weekly assessments on a weekly basis.	Data dashboard system fully codified and is well-implemented component of school improvement plan. Student data dashboard continues to be reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Teachers collect student data and analyze data points from weekly assessments on a weekly basis.	Part of Principal and Teacher contracts
Conduct formative assessment development and training	Principal, Director of Training	Teachers receive training on formative assessment implementation (weekly assessments, VIMME Math, DIBELS, STAR) during 5-day pre-service orientation	Teachers assist with and receive training on formative assessment implementation (weekly assessments, VIMME Math, DIBELS, STAR) during 5-day pre-service orientation	Teachers assist with and receive training on formative assessment implementation (weekly assessments, VIMME Math, DIBELS, STAR) during 5-day pre-service orientation	Director of Training Salary
	Principal	Principal conducts weekly observations of all classrooms, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results	Principal continues to conduct weekly observations of all classrooms, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results	Principal conducts weekly observations of all classrooms, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results. Additional leadership staff free up significant time for instructional leadership	Part of Principal contract

Analyze formative and summative assessments to respond to student academic, behavioral, and social needs	Principal, Director of Data and Accountability, Teachers	Implement ISTEP, IREAD-3 state exams and formative assessments; internally-designed and standards-aligned weekly assessments in ELA and math; and nationally-normed interim assessments DIBELS and STAR. Student data collected and reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject	Implement ISTEP, IREAD-3 state exams and formative assessments; internally-designed and standards-aligned weekly assessments in ELA and math; and nationally-normed interim assessments DIBELS and STAR. Student data collected and reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject	Implement ISTEP, IREAD-3 state exams and formative assessments; internally-designed and standards-aligned weekly assessments in ELA and math; and nationally-normed interim assessments DIBELS and STAR. Normed assessments reviewed for relevancy and usefulness. Student data collected and reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject	Data and Evaluation Services
Teachers intentionally communicate learning objectives to students which are aligned to IAS	Teachers	Teachers review academic goals and students' progress against those goals based on performance on interim and weekly formative assessments with each student	Teachers continue to review academic goals and students' progress against those goals based on performance on interim and weekly formative assessments with each student	Teachers continue to review academic goals and students' progress against those goals based on performance on interim and weekly formative assessments with each student	Part of Teacher contracts

Implement a school-wide response to intervention model	Principal, Teachers	Continue to implement three-tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students "at risk" receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier 1 receive intensive, supplemental, small-group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring	Continue to implement three-tiered RTI system. RTI system consistently well-implemented, teachers assist in training newly hired teachers during pre-service induction	Continue to implement three-tiered RTI system. RTI system consistently well-implemented, teachers assist in training newly hired teachers during pre-service induction	Part of Teacher, Principal contracts
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<p>Implement a culturally-competent system to improve safety, reduce suspensions, increase attendance, and support all students</p>	<p>Dean of Scholars</p>	<p>Dean of Scholars oversees implementation of school-wide discipline policies and behavior management system including fair and consistent rules and aligned incentives. Facilitates socio-emotional development of scholars, providing counseling, behavior management, and coordinating wraparound services</p>	<p>Dean of Scholars oversees implementation of school-wide discipline policies and behavior management system including fair and consistent rules and aligned incentives. Facilitates socio-emotional development of scholars, providing counseling, behavior management, and coordinating wraparound services. Discipline and management systems well-codified and consistently implemented with fidelity</p>	<p>Dean of Scholars oversees implementation of school-wide discipline policies and behavior management system including fair and consistent rules and aligned incentives. Facilitates socio-emotional development of scholars, providing counseling, behavior management, and coordinating wraparound services. Discipline and management systems consistently implemented with fidelity and become core element of school culture</p>	<p>Dean of Scholars Salary</p>
	<p>Leadership Team, Director of Training</p>	<p>Provide pre-service training for staff on discipline and behavior management system during 5-day comprehensive retreat and 20 hours of online e-learning modules</p>	<p>Continue to provide pre-service training for staff on discipline and behavior management system during 5-day comprehensive retreat and 20 hours of online e-learning modules</p>	<p>Continue to provide pre-service training for staff on discipline and behavior management system during 5-day comprehensive retreat and 20 hours of online e-learning modules</p>	<p>Director of Training Salary</p>

	Dean of Scholars	Staff and parent engagement community partner STAND for Children plan monthly family events, workshops, and conduct regular outreach to boost attendance and support students	Staff and parent engagement community partner STAND for Children plan 11 family events, workshops, and conduct regular outreach to boost attendance and support students	Staff and parent engagement community partner STAND for Children plan 13 family events, workshops, and conduct regular outreach to boost attendance and support students	Dean of Scholars Salary
Utilize a behavior interventionist	Principal, Recruitment Manager	Hire and implement the use of a licensed behavior specialist/interventionist to conduct behavior assessments; provides support and intensive interventions for traumatic stress and healthy emotional development	Licensed behavior specialist/interventionist continues to conduct behavior assessments; provides support and intensive interventions for traumatic stress and healthy emotional development; integrates elements of intervention approach within school culture	Licensed behavior specialist/interventionist continues to conduct behavior assessments; provides support and intensive interventions for traumatic stress and healthy emotional development; integrates elements of intervention approach within school culture	Behavior Specialist Salary Recruitment Manager Salary
Strategies: Developing and increasing teacher and school leader effectiveness: Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)					
Restructure school leadership team to dramatically increase time available for instructional leadership	Leadership Team	School leaders conduct weekly observations of each teacher	School leaders conduct weekly observations of each teacher	School leaders conduct weekly observations of each teacher	Part of School Leader salaries

Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting	Principal	Ongoing teacher professional development 10 days throughout the year for all teachers covering classroom based instruction, covering topics relating to instructional quality in both group and individual settings. Teachers receive daily informal coaching and modeling from highly effective peers.	Continue to provide ongoing teacher professional development 10 days throughout the year for all teachers covering classroom based instruction, covering topics relating to instructional quality in both group and individual settings. Teachers receive daily informal coaching and modeling from highly effective peers.	Continue to provide ongoing teacher professional development 10 days throughout the year for all teachers covering classroom based instruction, covering topics relating to instructional quality in both group and individual settings. Teachers receive daily informal coaching and modeling from highly effective peers.	Part of Principal, Teacher salaries
	Principal	On a bi-weekly basis, teachers participate in intensive sessions that drill down on critical skills such as data-driven instruction, classroom management, and more (14 total hours)	On a bi-weekly basis, teachers continue to participate in intensive sessions that drill down on critical skills such as data-driven instruction, classroom management, and more (14 total hours)	On a bi-weekly basis, teachers continue to participate in intensive sessions that drill down on critical skills such as data-driven instruction, classroom management, and more (14 total hours)	Training stipends
<p>Strategy: Comprehensive Instructional Reform Strategies: Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for instruction in core academic subjects, instruction in enrichment and other subjects, and professional development (IN Turnaround Principle 7) - due to template formatting, content skips over to the next page</p>					

Provide increased learning time for students	Principal	Increase core content learning time by 55 minutes daily compared to baseline 14-15 year, from 175 minutes daily to 230 minutes daily. Increase achieved by extending the school day by 20 minutes (60 total hours annually) and by rescheduling core content learning time to add 45 minutes in ELA and 10 minutes in math daily	Maintain increase to core content learning time by 55 minutes daily compared to baseline 14-15 year, from 175 minutes daily to 230 minutes daily. Increase achieved by extending the school day by 20 minutes (60 total hours annually) and by rescheduling core content learning time to add 45 minutes in ELA and 10 minutes in math daily	Maintain increase to core content learning time by 55 minutes daily compared to baseline 14-15 year, from 175 minutes daily to 230 minutes daily. Increase achieved by extending the school day by 20 minutes (60 total hours annually) and by rescheduling core content learning time to add 45 minutes in ELA and 10 minutes in math daily	Extended instructional time stipends for teachers
	Principal	For one month prior to standardized testing, extend school day by one hour twice per week to provide time for small-group, individualized intervention in ELA and math from certified teachers (total increase of 16 hours annually)	For one month prior to standardized testing, continue to extend school day by one hour twice per week to provide time for small-group, individualized intervention in ELA and math from certified teachers (total increase of 16 hours annually)	For one month prior to standardized testing, continue to extend school day by one hour twice per week to provide time for small-group, individualized intervention in ELA and math from certified teachers (total increase of 16 hours annually)	Extended instructional time stipends for teachers
Provide before/ after/ summer/ weekend school enrichment and/or intervention	Teachers	Students provided the opportunity to receive additional 30 minutes of tutoring during Morning Work periods before school, provided by certified teachers	Students provided the opportunity to receive additional 30 minutes of tutoring during Morning Work periods before school, provided by certified teachers	Students provided the opportunity to receive additional 30 minutes of tutoring during Morning Work periods before school, provided by certified teachers. Include adaptive learning software.	Part of teacher contracts

	Principal	Students provided the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week, for two hours per day, through a partnership with YMCA (adding approximately 72 hours over baseline)	Students continue to receive academic assistance from trained tutors in core content areas after school five days per week, for two hours per day, through a partnership with YMCA (adding approximately 72 hours over baseline)	Maintain and re-evaluate partner; continue to provide the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week, for two hours per day, through a partnership with YMCA (adding approximately 72 hours over baseline)	Part of partner contracts
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	Principal	Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate	Continue to offer additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate	Continue to offer additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate. Evaluate possible extension of summer learning time.	Philanthropy
Utilization and analysis of extended learning time data	Principal, Director of Data and Accountability	Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject, including data obtained from before-school and after-school activities	Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject, including data obtained from before-school and after-school activities	Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject, including data obtained from before-school and after-school activities	Part of Principal contracts

	Principal, Director of Data and Accountability	Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance	Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance	Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance	General fund
Formalized plan must be submitted before the implementation year, including: activities, staffing, transportation, academic subjects covered, details of any partnerships, vendors, or external partners	Leadership Team, Innovation Officer	Formalized plan submitted before implementation year (Leadership Team, Innovation Officer)	N/A	N/A	Part of Principal Contract
Strategy: Comprehensive Instructional Reform Strategies: Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)					
Implement culturally competent family and community engagement programs focused on instruction and academic performance	Principal, Director of Training	Train teachers to effectively partner with parents delivered through 50 hours of pre- service and 74 hours of in-service PD	Train teachers to effectively partner with parents delivered through 50 hours of pre- service and 74 hours of in-service PD. Expand teacher involvement in leading training	Train teachers to effectively partner with parents delivered through 50 hours of pre- service and 74 hours of in-service PD. Extensively involve highly effective teachers in leading training	Director of Training Salary Professional Development Services Training stipends

Hire parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families	Principal	Partner with STAND for Children who provides parent engagement specialists to who to assist in planning monthly family events, workshops, and regular outreach to parents	Partner with STAND for Children who provides parent engagement specialists to who to assist in planning 11 family events, workshops, and regular outreach to parents	Partner with STAND for Children who provides parent engagement specialists to who to assist in planning 13 family events, workshops, and regular outreach to parents	Provided in-kind by partners
Engage community partners to provide wrap-around services for students and families	Principal	Engage local community-based agencies to connect students and families to key services in the areas of health, family financial success, and more (e.g., Chase Bank, Gallahue Mental Health)	Continue to engage local community-based agencies to connect students and families to key services in the areas of health, family financial success, and more (e.g., Chase Bank, Gallahue Mental Health)	Engage local community-based agencies to connect students and families to key services in the areas of health, family financial success, and more (e.g., Chase Bank, Gallahue Mental Health)	Partnership contracts
Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support	Principal, Dean of Scholars	Provide weekly behavior, effort, and progress report cards to parents indicating students' performance. Host at least two Parents in Touch day annually to provide formal updates to parents on student progress	Continue to provide weekly behavior, effort, and progress report cards to parents indicating students' performance. Host at least two Parents in Touch day annually to provide formal updates to parents on student progress; evaluate for an increase in PIT days	Provide weekly behavior, effort, and progress report cards to parents indicating students' performance. Host at least two Parents in Touch day annually to provide formal updates to parents on student progress	Part of Principal, Teacher contracts Dean of Scholars Salary
Strategy: Providing Operational Flexibility and Sustained Support: Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates					

LEA must provide the Principal control: control over people, time, program, and dollars; provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	Innovation Officer	School #93 under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget	School #93 under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget	School #93 under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget	Part of IPS general fund
Allowing the school to run under a new governance arrangement, such as a transformation division within the LEA	Innovation Officer	School operates under Innovation Network School division within LEA, a school-improvement focused division of schools	School operates under Innovation Network School division within LEA, a school-improvement focused division of schools	School operates under Innovation Network School division within LEA, a school-improvement focused division of schools	Part of IPS general fund
Providing operational flexibility and sustained support: ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO)					
Defined district role in the school SIG planning process	Innovation Officer, Superintendent	LEA will support all elements of the SIG planning process for School #93. LEA will support the analysis of school need. Superintendent provides high-level monitoring and guidance of the planning process. Innovation Officer oversees monitoring and implementation	LEA will support all elements of the SIG planning process for School #93. LEA will support the analysis of school need. Superintendent provides high-level monitoring and guidance of the planning process. Innovation Officer oversees monitoring and implementation	LEA will support all elements of the SIG planning process for School #93. LEA will support the analysis of school need. Superintendent provides high-level monitoring and guidance of the planning process. Innovation Officer oversees monitoring and implementation	IPS general fund and administrative costs

Designated central office staff member to be part of the SIG process	Innovation Officer	The LEA-designated staff member, the district's Innovation Officer, will continue to be a key part of the SIG planning process	The LEA-designated staff member, the district's Innovation Officer, will continue to be a key part of the SIG planning process	The LEA-designated staff member, the district's Innovation Officer, will continue to be a key part of the SIG planning process	IPS general fund and administrative costs
Written support and commitment from local teacher's association regarding flexibility for SIG implementation	Innovation Officer	PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, School #93 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary	PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, School #93 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary	PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, School #93 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary	IPS general fund and administrative costs

Data review plan	LEA, Innovation Officer, Director of Data and Accountability	LEA reviews data on a monthly basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information	LEA reviews data on a monthly basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information	LEA reviews data on a monthly basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information	IPS general fund and administrative costs Data and accountability services
Special populations review plan	Innovation Officer	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis	IPS general fund and administrative costs
Fiscal monitoring plan	Innovation Officer	LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information	LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information	LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information	IPS general fund and administrative costs

Evaluation system	Innovation Officer, Superintendent, Principal	System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups	System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups	System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups	IPS general fund and administrative costs
Reallocate resources to increase support for direct instruction of students at risk of failure	Superintendent	LEA designates funds for frequent assessment and progress monitoring	LEA designates funds for frequent assessment and progress monitoring	LEA designates funds for frequent assessment and progress monitoring	Part of IPS contract
LEA must provide the Principal the opportunity to present updates and progress to the board at least twice per year in a pre and post manner	Principal, Innovation Officer	Principal presents results of Transformation model implementation and school improvement twice annually	Principal presents results of Transformation model implementation and school improvement twice annually	Principal presents results of Transformation model implementation and school improvement twice annually	Part of Principal contracts

<p>Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university)</p>	<p>Directors of Recruitment, Training, Evaluation and Accountability, Finance, and Development</p>	<p>LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment, training, data evaluation and accountability, finance, fundraising</p>	<p>LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment, training, data evaluation and accountability, finance, fundraising</p>	<p>LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment, training, data evaluation and accountability, finance, fundraising</p>	<p>Other support services</p>
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Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Developing and increasing teacher and school leader effectiveness: Replace the Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN turnaround Principle 1)				
Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort	Principal continues to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts. (LEA)	Multiple Phases (Multiple Quarters)	General fund	The performance of the Principal will be tracked through a formal annual review.
Required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant	Review Principal effectiveness in leading transformation efforts according to monitoring plan (Innovation Officer)	Phase Four (Fourth Quarter)	Part of Principal contract	The performance of the Principal will be tracked through a formal annual review.

Beginning in year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order receive SIG funding	Report submitted to IDOE providing evidence of Principal ability to successfully lead transformation according to monitoring plan and Principal evaluation rubric (Principal)	Phase Four (Fourth Quarter)	Part of Principal contract	Report submitted to IDOE
Redesign the current leadership structure to create a building-wide team	School leadership team meets at least monthly to provide planning, oversight of transformational change associated with the school's action plan; build teacher and school leader capacity for implementation; and refine the goals, roles, and responsibilities of the team. School leadership team includes additional leadership staff, i.e. Dean of Scholars (Principal)	Phase Two (Second Quarter)	General fund	The activities of the Leadership Team will be tracked in meeting notes.
Provide the principal with a mentor from a high-performing school, or external or university partner	Mentor meets at least monthly with Principal to share best practices for leading school improvement according to the transformation model (Principal, Director of Teacher and Leader Development)	Phase Three (Third Quarter)	No budget impact	Principal and mentor best practices and findings will be tracked in Leadership Team meeting notes.
Developing and increasing teacher and school leader effectiveness: Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement...				

Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work	Leverage PLA network and recruitment expertise to recruit a diverse and highly qualified educators for each position to replace outgoing teachers using through a systematic campaign using partner diversity talent channels, social media, media spots, and our network of nonprofit and university partners. Select prospective teachers through a highly rigorous, seven step process including a phone screen, writing sample, leadership test, and in-person interview. Majority of teachers are rated effective or highly effective (Recruitment Manager, Principal)	Phase Three (Third Quarter)	General fund	Teaching hiring timelines, contracts, and performance ratings
Use a teacher evaluation system which takes student growth into account as a significant factor	Teacher evaluation system fully implemented and used to evaluate Principal and teachers. Correlate academic and disciplinary data in evaluations.	Multiple Phases (Multiple Quarters)	Evaluation and accountability services	Teacher performance tracked in performance ratings
	Pre-service training for new teachers on evaluation system (Principal)	Phase One (First Quarter)	Training stipends	Training completion records
Ensure ineffective teachers are not reassigned to the school	Removal of teachers with ineffective ratings.	Phase Four (Fourth Quarter)	Evaluation and accountability services	Teacher retention and removal records.
Developing and increasing teacher and school leader effectiveness: Identify and reward school leaders, teachers, and other staff...				

Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers	Implement system for providing high-performing teachers with additional rewards or grants. Includes: Interested and high performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer. (Principal, Director of Development, Director of Teacher and Leader Development)	Multiple Phases (Multiple Quarters)	Other support services	Teacher awards will be tracked through the creation of new employment contracts for summer training and teacher attendance and data systems.
Developing and increasing teacher and school leader effectiveness: implement such strategies as financial incentives, increased opportunities...				
Provide staff with opportunities for leadership growth in the building	Promote, support, and retain highly effective instructional staff through methods that include: recognize school leaders, teachers, and staff who are leading transformation effectively on a monthly basis; service on the leadership or culture/safety/curriculum committees; promotion to a teacher-leader or Data and Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. High percentage of teachers retained (Principal, Director of Teacher and Leader Development)	Multiple Phases (Multiple Quarters)	General fund	Teacher retention and promotion will be tracked through the creation of new employment contracts and teacher attendance and data systems

Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties	New teachers commit to Innovation Network School flexibility and expanded school day requirements (Principal)	Phase One (First Quarter)	General fund	Innovation Network School contract; teacher contracts
Implement a comprehensive induction program for new teachers	Implement five-day, 50-hour comprehensive pre-service orientation and training for all staff members. Training includes 30 hours of intensive, classroom-based workshops and 20 hours of asynchronous, web-based modules covering critical skills such as data-driven instruction, classroom management, partnering with parents, and more delivered by recognized PLA trainers and RESTORE experts. (Principal, Director of Training)	Phase One (First Quarter)	Training stipends	Training completion records.
Comprehensive instructional reform strategies: use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards (IN turnaround principle 3)				
Conduct a curriculum audit	Implement research-based, vertically and IAS-aligned reading, math, and science curricula. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science). Teachers utilize adaptive learning software in small-group learning (DreamBox Learning-Math; Compass Learning) (Principal, Leadership Team, PLA Curricula Advisors)	Multiple Phases (Multiple Quarters)	General fund and other support services	Curriculum implementation verified through school leader observations.

School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walkthroughs and reflective feedback to teachers	School leadership team conducts five formal observations of each teacher using a standardized rubric; school leaders conduct weekly observations of each teacher (Leadership Team)	Multiple Phases (Multiple Quarters)	Part of Principal, school leader contracts	Teacher implementation of curricular alignment to state standards evaluated during Principal observations using standardized rubric. School-wide alignment of curricula to state standards evaluated and tracked during Leadership Team meeting minutes.
Hire and implement the use of instructional coaches	Data and Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark findings (Data and Learning Coach)	Multiple Phases (Multiple Quarters)	Data and Learning Coach Salary	Data and Learning Coach performance tracked through formalized teacher evaluation rubric.
Using and integrating technology-based supports and interventions as part of the instructional program	Students receive 10 additional minutes of math and 50 additional minutes of ELA learning daily comprised of whole group, small group, and one-to-one instruction using adaptive learning software (Principal, Teachers)	Multiple Phases (Multiple Quarters)	Adaptive learning software licenses	Teacher implementation of technology supports evaluated during Principal observations using standardized rubric.
Comprehensive instructional reform strategies: Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN turnaround principle 2 and 6)				
Report card accountability disaggregation presented and provided to IDOE at first monitoring visit	Report card disaggregation presented to IDOE	Phase Four (Fourth Quarter)	Part of Principal contracts	Report card data presented to IDOE

Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement	Implement LEA developed data dashboard system supplemented by school and PLA data systems for tracking school- and student-level data. Student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Teachers collect student data and analyze data points from weekly assessments on a weekly basis. (Principal, Teachers, Director of Data and Accountability)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Conduct formative assessment development and training	Teachers receive training on formative assessment implementation (weekly assessments, DIBELS, STAR) during 5-day pre-service orientation (Principal, Director of Training)	Phase One (First Quarter)	Training stipends	Training completion records.
	Principal conducts weekly observations of all classrooms, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results (Principal)	Multiple Phases (Multiple Quarters)	Part of school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Analyze formative and summative assessments to respond to student academic, behavioral, and social needs	Implement ISTEP, IREAD-3 state exams and formative assessments; internally-designed and standards-aligned weekly assessments in ELA and math; and nationally-normed interim assessments DIBELS and STAR. Student data collected and reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject (Principal, Director of Data and Accountability, Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Teachers intentionally communicate learning objectives to students which are aligned to IAS	Teachers review academic goals and students' progress against those goals based on performance on interim and weekly formative assessments with each student (Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.

Implement a school-wide response to intervention model	Continue to implement three-tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students "at risk" receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier receive intensive, supplemental, small-group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring (Principal, Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Implement a culturally-competent system to improve safety, reduce suspensions, increase attendance, and support all students	Dean of Scholars continues to oversee implementation of school-wide discipline policies and behavior management system including fair and consistent rules and aligned incentives. Facilitates socio-emotional development of scholars, providing counseling, behavior management, and coordinating wraparound services (Dean of Scholars)	Multiple Phases (Multiple Quarters)	Dean of Scholars Salary	Attendance and behavior records tracked in data dashboard, reports to LEA, PLA.
	Provide pre-service training for staff on discipline and behavior management system during 5-day comprehensive retreat and 20 hours of online e-learning modules (Leadership Team, Director of Training)	Phase One (First Quarter)	Training stipends	Training completion records.
	Staff and parent engagement community partner STAND for Children plan 15 family events, workshops, and conduct regular outreach to boost attendance and support students (Dean of Scholars)	Multiple Phases (Multiple Quarters)	Provided in-kind by partner	Partner contracts.
Utilize a behavior interventionist	Licensed behavior specialist/interventionist continues to conduct behavior assessments; develop interventions for students with challenging behaviors (Principal, Behavior Interventionist)	Phase Four (Fourth Quarter)	General fund	Performance of behavior specialist monitored according to terms of performance contract.

Comprehensive instructional reform strategies: Provide staff ongoing, high quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN turnaround principle 5)

Restructure school leadership team to dramatically increase time available for instructional leadership	School leaders conduct weekly observations of each teacher (Leadership Team)	Multiple Phases (Multiple Quarters)	General fund	Teacher performance will be tracked in teacher performance reviews.
Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting	Ongoing teacher professional development 10 days throughout the year for all teachers covering classroom based instruction, covering topics relating to instructional quality in both group and individual settings. Teachers receive daily informal coaching and modeling from highly effective peers. (Principal)	Multiple Phases (Multiple Quarters)	General fund	PD completion logs
	On a bi-weekly basis, teachers participate in intensive sessions that drill down on critical skills such as data-driven instruction, classroom management, and more (14 total hours) (Principal)	Multiple Phases (Multiple Quarters)	Training stipends	PD completion logs

Increasing learning time and creating community oriented schools: Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional instruction time for: a) core academic subjects, b) other and enrichment subjects, or c) teachers to plan and engage in professional development (IN turnaround principle 7)

Provide increased learning time for students	Increase core content learning time by 55 minutes daily compared to baseline 14-15 year, from 175 minutes daily to 230 minutes daily. Increase achieved by extending the school day by 20 minutes (60 hours annually) and by rescheduling core content learning time to add 45 minutes in ELA and 10 minutes in math daily (Principal)	Multiple Phases (Multiple Quarters)	Extended instructional time stipends for teachers	Daily schedules and teacher contracts indicate increased time
	For one month prior to standardized testing, extend school day by one hour twice per week to provide time for small-group, individualized intervention in ELA and math from certified teachers (total increase of 16 hours annually) (Principal)	Multiple Phases (Multiple Quarters)	Extended instructional time stipends for teachers	Daily schedules and teacher contracts indicate increased time
Provide before/after/summer/ weekend school enrichment and/or intervention programs	Students provided the opportunity to receive additional 30 minutes of tutoring during Morning Work periods before school, provided by certified teachers (Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Daily schedules codified
	Students provided the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week, for two hours per day, through a partnership with YMCA (adding approximately 72 hours over baseline) (Principal)	Multiple Phases (Multiple Quarters)	Provided in-kind through partnership with YMCA	Partnership contracts.

	Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate (Principal)	Phase Five (Summer Session)	Philanthropy	Partnership contracts.
Utilization and analysis of extended learning time data	Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject, including data obtained from before-school and after-school activities (Principal, Director of Data and Accountability)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
	Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance (Principal, Director of Data and Accountability)	Phase Five (Summer Session)	Data and Evaluation Services	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Increasing learning time and creating community-oriented schools: provide ongoing mechanisms for family and community engagement (IN turnaround principle 8)				
Implement culturally competent family and community engagement programs focused on instruction and academic performance	Train teachers to effectively partner with parents delivered through 50 hours of pre-service and 74 hours of in-service PD (Principal, Director of Training)	Phase One (First Quarter)	Training stipends	Training completion logs.

Hire parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families	Partner with STAND for Children who provides parent engagement specialists to who to assist in planning 15 family events, workshops, and regular outreach to parents (Principal)	Multiple Phases (Multiple Quarters)	Provided in-kind by partners	Partnership contracts.
Engage community partners to provide wrap-around services for students and families	Engage local community-based agencies to connect students and families to key services in the areas of health, family financial success, and more (e.g., Chase Bank, Gallahue Mental Health) (Principal)	Multiple Phases (Multiple Quarters)	Provided by partners	Partnership contracts.
Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support	Provide weekly behavior, effort, and progress report cards to parents indicating students' performance. Host at least two Parents in Touch day annually to provide formal updates to parents on student progress (Principal, Dean of Scholars)	Multiple Phases (Multiple Quarters)	Dean of Scholars Salary	Report cards distributed; Parents in Touch Day attendance records.
Providing operational flexibility and sustained support: give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement and increase high graduation rates				

LEA must provide the Principal control: control over people, time, program, and dollars; provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	School #93 under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget (Innovation Officer)	Multiple Phases (Multiple Quarters)	Part of general fund	Innovation Network School Contract
Allowing the school to run under a new governance arrangement, such as a transformation division within the LEA	School operates under Innovation Network School division within LEA, a school-improvement focused division of schools (Innovation Officer)	Multiple Phases (Multiple Quarters)	Part of general fund	Innovation Network School Contract
Providing operational flexibility and sustained support: ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO)				
Defined district role in the school SIG planning process	The LEA will support all elements of the SIG planning process for School #93. LEA will support the analysis of school need. Superintendent provides high-level monitoring and guidance of the planning process. Innovation Officer oversees monitoring and implementation (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	District plans
Designated central office staff member to be part of the SIG process	The LEA-designated staff member, the district's Innovation Officer, will continue to be a key part of the SIG planning process (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Innovation Officer position staffed

Written support and commitment from local teacher's association regarding flexibility for SIG implementation	PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, School #93 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Innovation Network School contract
Data review plan	LEA reviews data on a monthly basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information (LEA, Innovation Officer, Director of Data and Accountability).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs Data and accountability services	Data review plan created
Special populations review plan	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Special populations review plan
Fiscal monitoring plan	LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Fiscal monitoring plan
Evaluation system	System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups (Innovation Officer, Superintendent, Principal)	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Evaluation plan

Reallocate resources to increase support for direct instruction of students at risk of failure	LEA designates funds for frequent assessment and progress monitoring (Superintendent)	Multiple Phases (Multiple Quarters)	Part of IPS contract	Innovation Network School contract
LEA must provide the Principal the opportunity to present updates and progress to the board at least twice per year in a pre and post manner	Principal presents results of Transformation model implementation and school improvement twice annually (Principal, Innovation Officer)	Phase Four (Fourth Quarter)	Part of Principal contracts	Presentations and IPS board meeting minutes
Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university)	LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment, training, data evaluation and accountability, finance, fundraising (Directors of Recruitment, Training, Evaluation and Accountability, Finance, and Development).	Multiple Phases (Multiple Quarters)	Other support services	PLA contract created

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete (*Indicate what areas and interventions the district plans to sustain AFTER grant funding.*) (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Developing and increasing teacher and school leader effectiveness: Replace the Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN turnaround Principle 1)				
Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort	Principal continues to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts. (LEA)	Phase One (First Quarter)	General fund	The performance of the Principal will be tracked through a formal annual review.
Required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant	Review Principal effectiveness in leading transformation efforts according to monitoring plan (Innovation Officer)	Phase Four (Fourth Quarter)	Part of Principal contract	The performance of the Principal will be tracked through a formal annual review.

Beginning in year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order receive SIG funding	Report submitted to IDOE providing evidence of Principal ability to successfully lead transformation according to monitoring plan and Principal evaluation rubric (Principal)	Phase Four (Fourth Quarter)	Part of Principal contract	Report submitted to IDOE
Redesign the current leadership structure to create a building-wide team	School leadership team meets at least monthly to provide planning, oversight of transformational change associated with the school's action plan; build teacher and school leader capacity for implementation; and refine the goals, roles, and responsibilities of the team. School leadership team includes additional leadership staff, i.e. Dean of Scholars (Principal)	Phase Two (Second Quarter)	General fund	The activities of the Leadership Team will be tracked in meeting notes.
Provide the principal with a mentor from a high-performing school, or external or university partner	Mentor meets at least monthly with Principal to share best practices for leading school improvement according to the transformation model (Principal, Director of Teacher and Leader Development)	Phase Three (Third Quarter)	No budget impact	Principal and mentor best practices and findings will be tracked in Leadership Team meeting notes.
Developing and increasing teacher and school leader effectiveness: Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement...				

Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work	Leverage PLA network and recruitment expertise to recruit a diverse and highly qualified educators for each position to replace outgoing teachers using through a systematic campaign using partner diversity talent channels, social media, media spots, and our network of nonprofit and university partners. Select prospective teachers through a highly rigorous, seven step process including a phone screen, writing sample, leadership test, and in-person interview. Majority of teachers are rated effective or highly effective (Recruitment Manager, Principal)	Phase Three (Third Quarter)	PLA contract, AmeriCorps, 21 st CCLC, and philanthropy	Teaching hiring timelines, contracts, and performance ratings
Use a teacher evaluation system which takes student growth into account as a significant factor	New teacher evaluation system fully implemented and used to evaluate Principal and teachers. Correlate academic and disciplinary data in evaluations.	Multiple Phases (Multiple Quarters)	Part of Principal contracts	Teacher performance tracked in performance ratings
	Pre-service training for new teachers on evaluation system (Principal)	Phase One (First Quarter)	Philanthropy	Training completion records
Ensure ineffective teachers are not reassigned to the school	Removal of teachers with ineffective ratings.	Phase Four (Fourth Quarter)	Part of Principal contracts	Teacher retention and removal records.
Developing and increasing teacher and school leader effectiveness: Identify and reward school leaders, teachers, and other staff...				

Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers	Implement system for providing high-performing teachers with additional rewards or grants. Includes: Interested and high performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer. (Principal, Director of Development, Director of Teacher and Leader Development)	Multiple Phases (Multiple Quarters)	PLA contract, AmeriCorps, 21 st CCLC, and philanthropy	Teacher awards will be tracked through the creation of new employment contracts for summer training and teacher attendance and data systems.
Developing and increasing teacher and school leader effectiveness: implement such strategies as financial incentives, increased opportunities...				
Provide staff with opportunities for leadership growth in the building	Promote, support, and retain highly effective instructional staff through methods that include: recognize school leaders, teachers, and staff who are leading transformation effectively on a monthly basis; service on the leadership or culture/safety/curriculum committees; promotion to a teacher-leader or Data and Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. High percentage of teachers retained (Principal, Director of Teacher and Leader Development)	Multiple Phases (Multiple Quarters)	General fund	Teacher retention and promotion will be tracked through the creation of new employment contracts and teacher attendance and data systems

Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties	New teachers commit to Innovation Network School flexibility and expanded school day requirements (Principal)	Phase One (First Quarter)	General fund	Innovation Network School contract; teacher contracts
Implement a comprehensive induction program for new teachers	Implement five-day, 50-hour comprehensive pre-service orientation and training for all staff members. Training includes 30 hours of intensive, classroom-based workshops and 20 hours of asynchronous, web-based modules covering critical skills such as data-driven instruction, classroom management, partnering with parents, and more delivered by recognized PLA trainers and RESTORE experts. Director of Training develops content for training workshops and modules (Principal, Director of Training)	Phase One (First Quarter)	Philanthropy	Training completion records.
Comprehensive instructional reform strategies: use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards (IN turnaround principle 3)				
Conduct a curriculum audit	Implement research-based, vertically and IAS-aligned reading, math, and science curricula. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science). Teachers utilize adaptive learning software in small-group learning (DreamBox Learning-Math; Compass Learning) (Principal, Leadership Team, PLA Curricula Advisors)	Multiple Phases (Multiple Quarters)	General fund, philanthropy	Curriculum implementation verified through school leader observations.

School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walkthroughs and reflective feedback to teachers	School leadership team conducts five formal observations of each teacher using a standardized rubric; school leaders conduct weekly observations of each teacher (Leadership Team)	Multiple Phases (Multiple Quarters)	Part of Principal, school leader contracts	Teacher implementation of curricular alignment to state standards evaluated during Principal observations using standardized rubric. School-wide alignment of curricula to state standards evaluated and tracked during Leadership Team meeting minutes.
Hire and implement the use of instructional coaches	Data and Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark findings (Data and Learning Coach)	Multiple Phases (Multiple Quarters)	General funds, supplemented by AmeriCorps and 21st CCLC funding, philanthropy	Data and Learning Coach performance tracked through formalized teacher evaluation rubric.
Using and integrating technology-based supports and interventions as part of the instructional program	Students receive 10 additional minutes of math and 50 additional minutes of ELA learning daily comprised of whole group, small group, and one-to-one instruction using adaptive learning software (Principal, Teachers)	Multiple Phases (Multiple Quarters)	General fund, philanthropy	Teacher implementation of technology supports evaluated during Principal observations using standardized rubric.
Comprehensive instructional reform strategies: Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN turnaround principle 2 and 6)				

Report card accountability disaggregation presented and provided to IDOE at first monitoring visit	Report card disaggregation presented to IDOE	Phase Four (Fourth Quarter)	Part of Principal contracts	Report card data presented to IDOE
Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement	Implement LEA developed data dashboard system supplemented by school and PLA data systems for tracking school- and student-level data. Student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Teachers collect student data and analyze data points from weekly assessments on a weekly basis. (Principal, Teachers, Director of Data and Accountability)	Multiple Phases (Multiple Quarters)	PLA contract, AmeriCorps, 21 st CCLC, and philanthropy	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Conduct formative assessment development and training	Teachers receive training on formative assessment implementation (weekly assessments, DIBELS, STAR) during 5-day pre-service orientation (Principal, Director of Training)	Phase One (First Quarter)	PLA contract, AmeriCorps, 21 st CCLC, and philanthropy	Training completion records.
	Principal conducts weekly observations of all classrooms, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results (Principal)	Multiple Phases (Multiple Quarters)	Part of school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.

Analyze formative and summative assessments to respond to student academic, behavioral, and social needs	Implement ISTEP, IREAD-3 state exams and formative assessments; internally-designed and standards-aligned weekly assessments in ELA and math; and nationally-normed interim assessments DIBELS and STAR. Student data collected and reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject (Principal, Director of Data and Accountability, Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Teachers intentionally communicate learning objectives to students which are aligned to IAS	Teachers review academic goals and students' progress against those goals based on performance on interim and weekly formative assessments with each student (Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Implement a school-wide response to intervention model	Continue to implement three-tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students "at risk" receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier receive intensive, supplemental, small-group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring (Principal, Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher and school leader contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Implement a culturally-competent system to improve safety, reduce suspensions, increase attendance, and support all	Dean of Scholars continues to oversee implementation of school-wide discipline policies and behavior management system including fair and consistent rules and aligned incentives. Facilitates socio-emotional development of scholars, providing counseling, behavior management, and coordinating wraparound services (Dean of Scholars)	Multiple Phases (Multiple Quarters)	General funds, philanthropy	Attendance and behavior records tracked in data dashboard, reports to LEA, PLA.

students	Provide pre-service training for staff on discipline and behavior management system during 5-day comprehensive retreat and 20 hours of online e-learning modules (Leadership Team, Director of Training)	Phase One (First Quarter)	PLA contract, AmeriCorps, 21 st CCLC, and philanthropy	Training completion records.
	Staff and parent engagement community partner STAND for Children plan 15 family events, workshops, and conduct regular outreach to boost attendance and support students (Dean of Scholars)	Multiple Phases (Multiple Quarters)	Provided in-kind by partner	Partner contracts.
Utilize a behavior interventionist	Licensed behavior specialist/interventionist continues to conduct behavior assessments; develop interventions for students with challenging behaviors (Principal, Behavior Interventionist)	Phase Four (Fourth Quarter)	Contracted out to qualified agency, costs supported by Medicaid reimbursement and general funds	Performance of behavior specialist monitored according to terms of performance contract.
Comprehensive instructional reform strategies: Provide staff ongoing, high quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN turnaround principle 5)				
Restructure school leadership team to dramatically increase time available for instructional leadership	School leaders conduct weekly observations of each teacher (Leadership Team)	Multiple Phases (Multiple Quarters)	General fund	Teacher performance will be tracked in teacher performance reviews.

Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting	Ongoing teacher professional development 10 days throughout the year for all teachers covering classroom based instruction, covering topics relating to instructional quality in both group and individual settings. Teachers receive daily informal coaching and modeling from highly effective peers. (Principal)	Multiple Phases (Multiple Quarters)	General fund	PD completion logs.
	On a bi-weekly basis, teachers participate in intensive sessions that drill down on critical skills such as data-driven instruction, behavior management, and more (14 hours annually) (Principal)	Multiple Phases (Multiple Quarters)	General funds and philanthropy	PD completion logs
Increasing learning time and creating community oriented schools: Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional instruction time for: a) core academic subjects, b) other and enrichment subjects, or c) teachers to plan and engage in professional development (IN turnaround principle 7)				
Provide increased learning time for students	Increase core content learning time by 55 minutes daily compared to baseline 14-15 year, from 175 minutes daily to 230 minutes daily. Increase achieved by extending the school day by 20 minutes (60 hours annually) and by rescheduling core content learning time to add 45 minutes in ELA and 10 minutes in math daily (Principal)	Multiple Phases (Multiple Quarters)	General funds, supplemented by AmeriCorps and 21st CCLC	Daily schedules and teacher contracts indicate increased time

	For one month prior to standardized testing, extend school day by one hour twice per week to provide time for small-group, individualized intervention in ELA and math from certified teachers (total increase of 16 hours annually) (Principal)	Multiple Phases (Multiple Quarters)	General funds, supplemented by AmeriCorps and 21st CCLC	Daily schedules and teacher contracts indicate increased time
Provide before/after/summer/ weekend school enrichment and/or intervention programs	Students provided the opportunity to receive additional 30 minutes of tutoring during Morning Work periods before school, provided by certified teachers (Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Daily schedules codified
	Students provided the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week, for two hours per day, through a partnership with YMCA (adding approximately 72 hours over baseline) (Principal)	Multiple Phases (Multiple Quarters)	Provided in-kind through partnership with YMCA	Partnership contracts.
	Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate (Principal)	Phase Five (Summer Session)	Philanthropy	Partnership contracts.

Utilization and analysis of extended learning time data	Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject, including data obtained from before-school and after-school activities (Principal, Director of Data and Accountability)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
	Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance (Principal, Director of Data and Accountability)	Phase Five (Summer Session)	PLA contract	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA.
Increasing learning time and creating community-oriented schools: provide ongoing mechanisms for family and community engagement (IN turnaround principle 8)				
Implement culturally competent family and community engagement programs focused on instruction and academic performance	Train teachers to effectively partner with parents delivered through 50 hours of pre-service and 74 hours of in-service PD (Principal, Director of Training)	Phase One (First Quarter)	General funds and philanthropy	Training completion logs.
Hire parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families	Partner with STAND for Children who provides parent engagement specialists to who to assist in planning 15 family events, workshops, and regular outreach to parents (Principal)	Multiple Phases (Multiple Quarters)	Provided in-kind by partners	Partnership contracts.

Engage community partners to provide wrap-around services for students and families	Engage local community-based agencies to connect students and families to key services in the areas of health, family financial success, and more (e.g., Chase Bank, Gallahue Mental Health) (Principal)	Multiple Phases (Multiple Quarters)	Provided by partners	Partnership contracts.
Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support	Provide weekly behavior, effort, and progress report cards to parents indicating students' performance. Host at least two Parents in Touch day annually to provide formal updates to parents on student progress (Principal, Dean of Scholars)	Multiple Phases (Multiple Quarters)	General fund	Report cards distributed; Parents in Touch Day attendance records.
Providing operational flexibility and sustained support: give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement and increase high graduation rates				
LEA must provide the Principal control: control over people, time, program, and dollars; provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	School #93 under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget (Innovation Officer)	Multiple Phases (Multiple Quarters)	Part of IPS general fund	Innovation Network School Contract

Allowing the school to run under a new governance arrangement, such as a transformation division within the LEA	School operates under Innovation Network School division within LEA, a school-improvement focused division of schools (Innovation Officer)	Multiple Phases (Multiple Quarters)	Part of IPS general fund	Innovation Network School Contract
Providing operational flexibility and sustained support: ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO)				
Defined district role in the school SIG planning process	The LEA will support all elements of the SIG planning process for School #93. LEA will support the analysis of school need. Superintendent provides high-level monitoring and guidance of the planning process. Innovation Officer oversees monitoring and implementation (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	District plans
Designated central office staff member to be part of the SIG process	The LEA-designated staff member, the district's Innovation Officer, will continue to be a key part of the SIG planning process (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Innovation Officer position staffed
Written support and commitment from local teacher's association regarding flexibility for SIG implementation	PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, School #93 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Innovation Network School contract

Data review plan	LEA reviews data on a monthly basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information (LEA, Innovation Officer, Director of Data and Accountability).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs PLA contract	Data review plan created
Special populations review plan	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Special populations review plan
Fiscal monitoring plan	LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information (Innovation Officer).	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Fiscal monitoring plan
Evaluation system	System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups (Innovation Officer, Superintendent, Principal)	Multiple Phases (Multiple Quarters)	IPS general fund and administrative costs	Evaluation plan
Reallocate resources to increase support for direct instruction of students at risk of failure	LEA designates funds for frequent assessment and progress monitoring (Superintendent)	Multiple Phases (Multiple Quarters)	Part of IPS contract	Innovation Network School contract

LEA must provide the Principal the opportunity to present updates and progress to the board at least twice per year in a pre and post manner	Principal presents results of Transformation model implementation and school improvement twice annually (Principal, Innovation Officer)	Phase Four (Fourth Quarter)	Part of Principal contracts	Presentations and IPS board meeting minutes
Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university)	LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment, training, data evaluation and accountability, finance, fundraising (Directors of Recruitment, Training, Evaluation and Accountability, Finance, and Development).	Multiple Phases (Multiple Quarters)	PLA contract	PLA contract

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes. **Provide a list of all assessments and programs that your school utilizes. This should only include current activities, not future SIG-funded projects.**

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> • Curriculum-tied diagnostic quizzes • Custom-built weekly ELA (vocabulary, grammar, writing) and Math benchmark tests aligned to IAS • VIMME Math • DIBELS • STAR • ISTEP 	<ul style="list-style-type: none"> • Custom-built online system for tracking behavioral merits and demerits. Able to generate daily report card 	<ul style="list-style-type: none"> • Eschool (IPS attendance tracking system) 	<ul style="list-style-type: none"> • Harcourt Journeys leveled readers • Project RESTORE math interventions delivered through VIMME math • MathBots • Orton Gillingham • Age-appropriate chapter books 	<ul style="list-style-type: none"> • Custom-built online system incorporates student performance from weekly assessments. Integrated with Eschool system, provides parent access. 	<ul style="list-style-type: none"> • N/A

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

School #93 will submit a presentation detailing the school's weekly student progress assessment and incentives system. Frequent progress monitoring of all students and aligned incentives is a key feature of the RESTORE approach and of our school improvement plan, and is essential in monitoring progress towards school-wide improvement goals. Each week, students take assessments that are cumulative, in that they evaluate skills learned both in a current week and in a previous week, and are aligned in substance and grading scheme with the ISTEP exam to familiarize students to the format of this state assessment. Assessments are also designed to be highly rigorous and provide immediate feedback to students. Consistent with our model's focus on creating a high-performing culture, class scores are also posted school-wide the following day. Each classroom shares the results of their weekly assessments, and classrooms compete to earn the highest scores each week. The program is designed to impact both scholar academic progress and school culture; for strong academic and behavioral performance each week, scholars receive incentives such as field trips, treats, and events. Student progress is recognized periodically throughout the year, and families and community members have the opportunity to celebrate student progress in a Closing Ceremony at the end of the year.

The outcome artifact will describe the essential components of the progress and incentives system, including an example week of assessments and incentives and an overview of the types of recognition offered to students. This process is designed to be applicable for all students, and the artifact will highlight the preliminary academic outcomes achieved during the 16-17 school year. The incentives system is designed to involve families more deeply in their child's education by encouraging parents to support their child's academic progress and to attend incentive-based activities. In this way, it is anticipated that the program will also impact parent-student relationships. The artifact will provide a visual overview and include photos of the types of events and activities in which families and community members participated.

The Principal will lead the creation of the artifact, supported closely by school's leadership team. A product of an Innovation Network School, the artifact will provide a leading example of a school-wide approach to frequent interventions, data utilization, and leading cultural change in a school improvement setting for Indianapolis Public Schools, for the statewide INS network, and for other SIG grantees.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school's identified SIG needs	<p>The application workgroup received guidance from the Department of Education that this section is generally not applicable for the Innovation Network School partnerships between Indianapolis Public Schools and the Phalen Leadership Academies (PLA). Per the IDOE's guidance, PLA is not an external provider but instead a lead partner/operator to transformation efforts at School #93. IPS has not selected any external providers to assist with transformation at School #93. While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>IPS and Indianapolis-based education incubator The Mind Trust have collaborated to put in place a rigorous process for vetting partners to lead new Innovation Network Schools and for the conversion of School #93 into an Innovation Network School. The Mind Trust began offering “Educator Empowerment Grants” in 2015 that provided support for schools to begin the process of conversion and partnering with high performing school operators. All IPS schools were invited to apply for this opportunity. School #93's leaders began to plan for conversion into an Innovation Network School, in partnership with PLA, to receive the flexibility and autonomy to implement transformative school improvement practices. After an application and an extensive vetting process, School #93 was selected for one of only two EEGs that year.</p> <p>Over the course of the 15-16 school year, PLA and School #93's leaders met extensively to plan for the transition of the school and to codify and analyze best practices from the example of School #103 - an IPS school that successfully converted to an INS in 15-16, at which PLA led significant improvements in school culture and student achievement. This team then submitted an extensive application outlining the educational and operational plan. Following this, RESTORE and PLA</p>

Capacity Task	District Evidence
	<p>leaders collaborated to present to the board, during which the IPS Board had the opportunity for extensive Q&A. Following a vetting of PLA's capacity, and building on the evidence of successful capacity to lead school change at School #103, IPS approved PLA to serve as the lead partner to School #93 as an Innovation Network School in the 16-17 year.</p> <p>In approving this application and selecting PLA as a lead partner to School #93, the IPS Board took into account the strong alignment of its evidence-based core pillars (high quality teaching, differentiated learning, use of technology, enrichment experiences, extended learning opportunities, parental engagement, and rigorous evaluation) with the existing needs at School #93. Through the above rigorous process, IPS also carefully considered PLA's capacity as a leadership team and as a network of schools to bring expertise to bear on meeting school needs, as is detailed in the following section. IPS is confident that the resources/expertise PLA is able to put towards school improvement at School #93, beyond those committed by IPS, will provide tremendous additional capacity to meet school needs.</p>
<p>2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation</p>	<p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>IPS selected PLA using the rigorous process detailed above to lead transformation at School #93 in large part due to PLA's efficiency and track record. IPS' intensive vetting process described above required a comprehensive proposal regarding PLA's educational and operational plans for the school; throughout the Board review process, PLA consistently went above and beyond in providing requested information in a timely manner and with very high quality.</p> <p>The district identified a strong need to consistently raise overall student achievement at School #93. The district found in its review process that PLA has demonstrated and continues to demonstrate the capacity to implement the above core pillars effectively and raise student achievement. For two consecutive years, 100% of PLA's students at its inaugural school have passed the IREAD-3. The performance of students at the school exceeded the district average by 28% in ELA and 8% in math in 2015-2016. Furthermore, PLA has begun to lead substantial increases in student achievement at School #103. Results from the first administration of the IREAD indicated that students at #103 increased their IREAD passage rate by an average of 40% over the year prior to PLA's leadership. These strong results give the district confidence in the ability of PLA to efficiently and effectively implement the core components of its model at School #93.</p> <p>At School #93, IPS and school leadership identified specific school needs in the areas of school leadership, teacher quality, improved curriculum, extending learning time, training and professional development, and family engagement. The PLA team is highly skilled in all functional areas</p>

Capacity Task	District Evidence
	<p>including instructional leadership and curriculum development; extended learning opportunities; talent selection; training and professional development; program and organizational development; evaluation and assessment; and fundraising and financial management. The team also has extensive experience leading educational programs and school change in low-income communities nationwide and for children from diverse backgrounds, helping to ensure that transformation efforts will meet the specific needs of School #93's student sub-groups. Please see attached bios and resumes for more information.</p>
<p>3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel</p>	<p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>Strong alignment with existing efficiencies and capacities, particularly in terms of time and personnel, has been demonstrated through the process of assigning the school to become an Innovation Network School. The district used the latter half of 2015-2016 to assign to select George H. Fisher as the state's first Innovation Network School and as the appropriate partner school to PLA. The school's leadership team, PLA leadership, and the district then participated in a series of meetings throughout 2015 and 2016 to plan the transition of School #93. These groups have therefore been able to intensively focus on ensuring a smooth transition for School #93 for nearly one year. In addition, a new district position of Innovation Officer was created and filled in 2015 to oversee this transition and monitor the performance of Innovation Network Schools.</p>
<p>4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs</p>	<p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>The PLA-led Innovation Network School will be run as a traditional IPS public school and PLA will be held accountable to the IPS Board. IPS has established a process for evaluating the services provided by lead partners to Innovation Network Schools, including those of PLA for School #93. The district has established and will continue to refine a reporting process which consists of regular on-site visits, classroom observations, reviews of finances, and data reviews to assess progress towards accountability metrics. The district will hold PLA accountable to the performance standards identified in the leading indicators chart.</p>
<p>5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider</p>	<p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>As the school operator and lead partner, PLA will work closely with IPS to provide the following</p>

Capacity Task	District Evidence
<p>must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval</p>	<p>critical services to School #93:</p> <ul style="list-style-type: none"> • Recruitment and staffing (talent sourcing, diversity recruitment, hiring and placement, teacher evaluation, etc.) • Training and professional development (content development and alignment, trainer selection, e-learning and workshops, etc.) • School curriculum and programs (curriculum selection and evaluation, partner selection and evaluation, etc.) • Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.) • Finance (budgeting, expenditure tracking, compliance, etc.) • Fund development (fundraising, sustainability planning, grant reporting, etc.)

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding</p>	☒	☐	<p>See the proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant. The budget is based on the needs of the school as determined by the School Improvement Plan. All budgeted items are reasonable, allocable, and necessary. Budget reflects standard rates for comparable work. School #93 examined previous bids for similar items, requested quotes, etc.</p> <p>Budget resources to support successful implementation are carefully calculated and align with each to identified transformation intervention element. District calculated salaries based on employees in comparable positions (e.g., social worker/dean at high school).</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	☒	☐	<p>In partnership with Columbia University's Teachers College and Teach For America, Indianapolis Public Schools has prioritized the recruitment and selection of highly trained and effective school leaders. Through the Indianapolis Principals Fellowship, Fellows complete two years of coursework and earn their Building Administrator License. The district also works to recruit and select talent from school leadership programs like the Marian University Academy for Teaching and Learning Leadership and the University of Indianapolis Woodrow Wilson MBA in Educational Leadership program.</p> <p>Additionally, there are no limitations within IPS restricting principal searches to a designated region. Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated Education Week, and Indiana Department of Education website, as well as alternative licensing organizations.</p> <p>The selection process to become a part of Indianapolis Public Schools is rigorous and includes a completed online application with required submission of licensures and transcripts as well as three supervisory references. These documents are required before initial and final interviews are conducted.</p> <p>IPS is committed to the long-term transformation and success of School #93, this commitment is reflected in choosing the school as part of the Innovation Network, in partnering with PLA, a proven, high quality public school operator, in creating a new Innovation Division within the district – we are committed to the success of the school not just for the five</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>years of the SIG grant, but also beyond to ensure that all the essential activities your grant enabled us to implement will be sustained for our students.</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Resume, Innovation Officer, Aleesia Johnson • Resume, Principal, Nicole Fama • Resume, Gwendolyn Hardiman
<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	☒	☐	Please see School Board Assurance Letter Attachment
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	☒	☐	Please see Superintendent Assurance Letter Attachment

LEA Capacity Task	Yes	No	District Evidence
<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation 	☒	☐	<p>PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy.</p> <p>Currently, PLA@93 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that Innovation Network Schools should follow the same requirements as a charter school for purposes of a SIG application and that no letter of Union support is necessary.</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies & procedures ○ Staff recruitment, placement & retention procedures 	☒	☐	<p>See response above in question #5. Additionally, through our partnership with the Phalen Leadership Academies, we will also ensure that there is a strong staff hiring process in place.</p> <p>Our Innovation Network School will hire highly qualified teachers through a rigorous, multi-stage screening process. During the first phase of the interview process candidates will complete an online application and participate in one phone interview with our Recruitment Manager and another with our Principal. Applicants then complete a writing sample and leadership assessment test. If successful, candidates will be advanced to the second phase of our selection process which includes an interview day with a panel of our educational experts. There are four components to this interview day: (1) candidates present a 5-7 slide PowerPoint highlighting their background, reasons for becoming a teacher, and their teaching and leadership accomplishments; (2) candidates watch a video of a teacher teaching and highlight the teacher's strengths and areas for improvements; (3) candidates respond to a range of scenarios involving issues that might arise with scholars, parents and their peers; and (4) candidates will be presented with DIBELS data for several scholars and are asked to explain how they would work to help each child succeed. Our hiring process will be open to all credentialed teachers.</p> <p>If a candidate is selected to become an Innovation Network School teacher, they will also be required to successfully complete 50 hours of pre-service professional development. Our Innovation Network School teacher orientation and training will use a blended learning approach including online and classroom-based learning; online content will focus on pedagogy and theory and classroom-based content will place emphasis on practice and application. The primary goals of our professional development program will be to: (1)</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>prepare team members to effectively implement the pedagogical model; (2) prepare our staff to successfully implement program; (3) communicate expectations for collaboration and professional behavior; (4) prepare educators to build positive partnerships with scholars and families; (5) prepare educators to effectively execute approved curriculum, instructional texts, and materials; and (6) prepare our staff to uphold school-wide scholar behavior management and maintain school culture policies. Ongoing teacher professional development will be hosted on a monthly basis for over 74 hours of classroom based instruction. Ongoing teacher training will include content related to instructional quality, differentiated instruction, innovative teaching techniques, best practices in the field, age appropriate classroom management techniques and age appropriate behavior management techniques.</p> <p>PLA@93's school model and culture are built to attract and retain high quality educators in the following ways:</p> <ul style="list-style-type: none"> • High-performing, and highly entrepreneurial school culture that satisfies high quality teachers' intrinsic desire to succeed and contribute to the success of the school; • Mission-driven culture that satisfies high quality teachers' desire to transform the lives of children; • Highly individualized learning environment in which students work in small Groups and with adaptive technology; • High quality pre-service training and ongoing professional development; • Regular and substantive support and feedback from school leaders so teacher can grow professionally; and • Opportunities to take leadership roles in professional development, such as leading common planning sessions or creating enrichment experiences for scholars. <p>In addition to selecting exceptional staff and investing in their professional development, another way in which we will ensure our school is staffed by highly effective teachers is by utilizing the rigorous performance evaluation system that we have developed. Our system employs a comprehensive performance review process that analyzes student test scores, classroom observations, and attendance.</p>
7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum,	☒	☒	<p>The Innovation Officer will sustain reform efforts, minimally, by:</p> <ul style="list-style-type: none"> • Regularly meeting (no less than monthly) with the leadership team of Phalen Leadership Academy to ensure effective implementation of the SIG plan.

LEA Capacity Task	Yes	No	District Evidence
<p>the required pieces:</p> <ul style="list-style-type: none"> • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties for all above plans 			<p>Monitoring effective implementation will be defined as the following:</p> <ul style="list-style-type: none"> • Assessing the alignment of the LEA and school improvement processes for supporting the designed intervention • Assessing other resources that will support the design and implementation efforts of selected interventions • Analyzing school-wide data to uncover areas of strengths and opportunities for growth at both the student and teacher level • Discussion and action planning from findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work • Reporting key findings to the Superintendent's Core Leadership Team in order to uncover opportunities for additional scaffold support of cross-functional collaboration • Reporting key findings to the Board of Commissioners Education Committee • Consistent evaluation of the proposed timeline to ensure timely and accurate execution of all components of programming funded by the SIG grant <p>Fiscal Monitoring will be handled by the Federal and Specials Program (FSP) Department. FSP will monitor/track the following on a daily/monthly/quarterly basis to ensure expenditures are used appropriately to the approved grant and PLA contract agreement:</p> <ul style="list-style-type: none"> • Internal controls mentioned under EDGAR 76.770 & 80.40 <ul style="list-style-type: none"> • [a]; OMB Circular A-87; NCLB 2123(b) will be in place. <p>The Federal and Specials Programs Department will request the following documents with monthly invoice(s) via PLA:</p> <ul style="list-style-type: none"> • Verification of service rendered from signed by IPS Innovation Officer • Breakdown of services rendered in the following areas: instruction, professional development and parental involvement <p>For example, Instruction documentation will identify students who received services via extended time learning and/other tutoring services detailed in program. Parental documentation may include monthly documentation of parent meeting agendas, sign in sheets, and other appropriate pertaining to a particular month.</p>

Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See response in Part 10: LEA Capacity to Implement the Improvement Model, number 7.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Attachments: <ul style="list-style-type: none"> • Resume, Innovation Officer, Aleesia Johnson • Resume, Principal, Nicole Fama • Resume, Gwendolyn Hardiman
3. School's SIG plan addresses needs of all students and subgroup populations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Please see detailed descriptions in our Selection of Model, Planning Year, Implementation Years and Sustainability Years sections. Below is a high level summary. Our school improvement plan addresses the needs of all students and subgroup populations, in the following ways:</p> <p>With the flexibility provided as an INS, the new curricula and technology supports that the model allows us to select are also culturally appropriate, reflect themes relevant to African-American students, and acknowledge the life challenges faced by students living in poverty. Our Transformation Model will utilize a rigorous process of evaluating, retaining, and selecting a cadre of the best teachers and school leaders who will elevate instructional quality, supporting all student subgroups. Within Indianapolis and Marion County, we will leverage our network including The Mind Trust, Teach for America, Marian University and Butler University to access diversity candidates. We will recruit a geographically and racially diverse cadre of educators by working with our partner African American universities across the country that send talented young people to work in Indianapolis, including Tennessee State University, Fisk University and Florida A&M University. Locally, we recruit through the Amos Brown Show, IDOE, Black Expo, the Indianapolis Chapters of the Black MBA Association, the National Association of Black School Educators, and the National Council on Educating Black Children to build a diverse and effective staff. Educators will also receive intensive training that focuses on culturally-relevant instructional techniques and family engagement. The flexibility allowed under the INS program will allow school leadership to make necessary changes in order to provide an education in the least restrictive environment and the necessary support services as determined by a child's IEP. The technology supports allowed under this model will also provide an increase in comprehensible input for students with disabilities. Finally, the addition of weekly assessments and daily technology supports will allow better tracking for students who test for disabilities, as well as for low-performing students of all subgroups.</p>

4. School has a system in place for parent notification and involvement of SIG planning and implementation.	<input checked="" type="checkbox"/>	2	George H. Fisher will initiate parent meetings and parent focus groups to as a source of notification and involvement of the SIG implementation.
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	2	2	Financial Statement and Federal Single Audit Report filed with State Board of Accounts on under document #B45688 for timeframe of July 1, 2010 – June 30, 2014. If you need more information please contact Indianapolis Public Schools, Federal and Special Programs Department (Bridgette Robinson).
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input checked="" type="checkbox"/>	2	See attached letter from Indiana Department of Education and Indianapolis Public Schools.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.

**George H. Fisher School #93 2016-2017
School Improvement Grant Application
Attachments Table of Contents**

Budget

Resumes and Bios of Key Staff

Letters of Support

Risk Assessment Attachment

Other Attachments: Professional Development Schedules, Evaluation Rubric

George H. Fisher School #93
2016-2017 School Improvement Grant Application
Budget

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Part 11: 1003g SIG Budget SY 2016-2017												
Complete the budget below:												
SY 2016-2017		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					\$ 58,193						\$ 58,193
21000	Support Services - Student					\$ 29,375						\$ 29,375
22100	Improvement of Instruction (Professional Development)					\$ 12,185						\$ 12,185
22900	Other Support Services					\$ 97,701						\$ 97,701
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance					\$ 4,976						\$ 4,976
27000	Transportation											\$ -
33000	Community Service Operations											\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ -	\$ -	\$ -	\$ -	\$ 202,430	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
											Total Budget	\$ 202,430
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
											Total after deducting Property:	
											Total Available for Indirect Costs:	
											Amount of Indirect Cost to be used:	
											Grand Total After Indirect Cost:	
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference												
Supplies						Property: Equipment/ Technology						
Professional Services						Other Purchase Services (travel, communication)						

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

<p>IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #93 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.</p> <p>11000 - Instruction (a) Extended instructional time stipends for Teachers (38 additional hours): 20 additional minutes of personalized, small group instruction in math and reading over 180 days during the school year (30 hours subtotal) + special afterschool tutoring during testing season (2 sessions/wk, 1 hr/session, 8 weeks - 8 hours subtotal) - expected to start in spring - start in spring - SUBTOTAL: \$33,067 (b) Individualized scholar data analysis and instructional support for teachers to customize instruction, provided by Data and Learning Coach (50% allocation - projected to join by Jan.) at \$40,200 plus 25% benefits - SUBTOTAL: \$25,125</p> <p>21000 - Support Services - Student Facilitates socio-emotional development of scholars, providing counseling, behavior management, coordinating wraparound services - Dean of Scholars (50% allocation - projected to join by Jan.) at \$47,000 plus 25% benefits - SUBTOTAL: \$29,375</p> <p>22100 - Professional Development Intensive PD rounds, drill-down on key topics such as data-driven instruction or classroom management (14 additional hours) - training stipends - SUBTOTAL: \$12,185</p> <p>22900 - Other Support Services (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 40% allocated to SIG - SUBTOTAL: \$22,500 (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #93 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201</p>	<p>26000 Operation and Maintenance 2.52% of project budget; IPS administrative cost of administering SIG grant</p>						
SIG Staffing							
Instructions: Complete the SIG Staffing information below							
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Tara Elkins	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Emily Slavens	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Patsy Schanz	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Dianne Flanagan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Brittany Connett	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
April Heslar	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sara Hasseld	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Gale Reed	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Megan Smith	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mark Cassoday	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Danielle Burns	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Allison Morgan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Lindsey Freeman	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sherry Radford	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mary Ann Belch-Staton	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Tonya Evans	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Jackie Thompson	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
To be hired	Data and Learning Coach	Cert.	1	N	N	NA	See budget narrative
To be hired	Dean of Scholars	Cert.	1	N	N	NA	See budget narrative

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Part 11: 1003g SIG Budget SY 2017-2018												
Complete the budget below:												
SY 2017-2018		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					\$ 116,384				\$ 12,400		\$ 128,784
21000	Support Services - Student					\$ 121,250						\$ 121,250
22100	Improvement of Instruction (Professional Development)					\$ 48,295						\$ 48,295
22900	Other Support Services					\$ 92,076						\$ 92,076
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance					\$ 9,838						\$ 9,838
27000	Transportation											\$ -
33000	Community Service Operations											\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ -	\$ -	\$ -	\$ -	\$ 387,843	\$ -	\$ -	\$ -	\$ 12,400	\$ -	Total Budget \$ 400,243
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
Total after deducting Property:												
Total Available for Indirect Costs:												
Amount of Indirect Cost to be used:												
Grand Total After Indirect Cost:												
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference												
Supplies						Property: Equipment/ Technology						
						11000 - Instruction: Adaptive learning software licenses (Compass Learning and Dreambox Math) to personalize instruction in blended, small-group model - \$62/student x 400 students - 50% SIG allocation - SUBTOTAL: \$12,400						
Professional Services						Other Purchase Services (travel, communication)						

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

<p>IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #93 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.</p> <p>11000 - Instruction (a) Extended instructional time stipends for Teachers (76 additional hours): 20 additional minutes of personalized, small-group instruction in math and reading over 180 days during the school year (60 hours subtotal) + special afterschool tutoring during testing season (2 sessions/wk, 1 hr/session, 8 weeks - 16 hours subtotal) - SUBTOTAL: \$66,134 (b) Individualized scholar data analysis and instructional support for teachers to customize instruction, provided by Data and Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250</p> <p>21000 - Support Services - Student (a) Facilitates socio-emotional development of scholars, providing counseling, behavior management, coordinating wraparound services - Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750 (b) Specialized, licensed behavioral specialist to provide support for traumatic stress and healthy emotional development - Behavioral Specialist at \$50,000 plus 25% benefits - SUBTOTAL: \$62,500</p> <p>22100 - Professional Development (a) Additional pre-service, 30 hours of additional intensive training - training stipends - SUBTOTAL: \$26,110 (b) Intensive PD rounds, drill-down on key topics such as data-driven instruction or classroom management (14 additional hours) - training stipends - SUBTOTAL: \$12,185 (c) Dedicated professional development and training program content development - Director of Training at \$80,000 plus 25% benefits; 10% allocated to SIG - SUBTOTAL: \$10,000</p> <p>22900 - Other Support Services (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 30% allocated to SIG - SUBTOTAL: \$16,875 (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #93 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201</p>	<p>26000 Operation and Maintenance 2.52% of project budget; IPS administrative cost of administering SIG grant</p>
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SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Tara Elkins	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Emily Slavens	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Patsy Schanz	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Dianne Flanagan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Brittany Connett	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
April Heslar	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend

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Sara Hasseld	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Gale Reed	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Megan Smith	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mark Cassoday	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Danielle Burns	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Allison Morgan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Lindsey Freeman	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sherry Radford	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mary Ann Belch-Staten	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Tonya Evans	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Jackie Thompson	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
To be hired	Data and Learning Coach	Cert.	1	N	N	NA	See budget narrative
To be hired	Dean of Scholars	Cert.	1	N	N	NA	See budget narrative
To be hired	Behavior Specialist	Cert.	1	N	N	NA	See budget narrative
To be hired	Director of Training	Non-Cert.	1	N	Y	General Fund	See budget narrative

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Part 11: 1003g SIG Budget SY 2018-2019												
Complete the budget below:												
SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					\$ 116,384				\$ 9,920		\$ 126,304
21000	Support Services - Student					\$ 121,250						\$ 121,250
22100	Improvement of Instruction (Professional Development)					\$ 48,295						\$ 48,295
22900	Other Support Services					\$ 86,451						\$ 86,451
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance					\$ 9,634						\$ 9,634
27000	Transportation											\$ -
33000	Community Service Operations											\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ -	\$ -	\$ -	\$ -	\$ 382,014	\$ -	\$ -	\$ -	\$ 9,920	\$ -	\$ -
											Total Budget	\$ 391,934
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
Total after deducting Property:												
Total Available for Indirect Costs:												
Amount of Indirect Cost to be used:												
Grand Total After Indirect Cost:												
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference												
Supplies						Property: Equipment/ Technology						
						11000 - Instruction: Adaptive learning software licenses (Compass Learning and Dreambox Math) to personalize instruction in blended, small-group model - \$62/student x 400 students - 40% SIG allocation - SUBTOTAL: \$9,920						
Professional Services						Other Purchase Services (travel, communication)						

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

<p>IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #93 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.</p> <p>11000 - Instruction (a) Extended instructional time stipends for Teachers (76 additional hours): 20 additional minutes of personalized, small-group instruction in math and reading over 180 days during the school year (60 hours subtotal) + special afterschool tutoring during testing season (2 sessions/wk, 1 hr/session, 8 weeks - 16 hours subtotal) - SUBTOTAL: \$66,134 (b) Individualized scholar data analysis and instructional support for teachers to customize instruction, provided by Data and Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250</p> <p>21000 - Support Services - Student (a) Facilitates socio-emotional development of scholars, providing counseling, behavior management, coordinating wraparound services - Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750 (b) Specialized, licensed behavioral specialist to provide support for traumatic stress and healthy emotional development - Behavioral Specialist at \$50,000 plus 25% benefits - SUBTOTAL: \$62,500</p> <p>22100 - Professional Development (a) Additional pre-service, 30 hours of additional intensive training - training stipends - SUBTOTAL: \$26,110 (b) Intensive PD rounds, drill-down on key topics such as data-driven instruction or classroom management (14 additional hours) - training stipends - SUBTOTAL: \$12,185 (c) Dedicated professional development and training program content development - Director of Training at \$80,000 plus 25% benefits; 10% allocated to SIG - SUBTOTAL: \$10,000</p> <p>22900 - Other Support Services (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 20% allocated to SIG - SUBTOTAL: \$11,250 (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #93 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201</p>	<p>26000 Operation and Maintenance 2.52% of project budget; IPS administrative cost of administering SIG grant</p>
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SIG Staffing							
Instructions: Complete the SIG Staffing information below							
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Tara Elkins	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Emily Slavens	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Patsy Schanz	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Dianne Flanagan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Brittany Connett	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
April Heslar	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend

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Sara Hasseld	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Gale Reed	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Megan Smith	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mark Cassoday	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Danielle Burns	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Allison Morgan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Lindsey Freeman	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sherry Radford	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mary Ann Belch-Staten	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Tonya Evans	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Jackie Thompson	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
To be hired	Data and Learning Coach	Cert.	1	N	N	NA	See budget narrative
To be hired	Dean of Scholars	Cert.	1	N	N	NA	See budget narrative
To be hired	Behavior Specialist	Cert.	1	N	N	NA	See budget narrative
To be hired	Director of Training	Non-Cert.	1	N	Y	General Fund	See budget narrative

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Part 11: 1003g SIG Budget SY 2019-2020												
Complete the budget below:												
SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					\$ 116,384				\$ 7,440		\$ 123,824
21000	Support Services - Student					\$ 90,000						\$ 90,000
22100	Improvement of Instruction (Professional Development)					\$ 38,295						\$ 38,295
22900	Other Support Services					\$ 52,640						\$ 52,640
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance					\$ 7,680						\$ 7,680
27000	Transportation											\$ -
33000	Community Service Operations											\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ -	\$ -	\$ -	\$ -	\$ 304,999	\$ -	\$ -	\$ -	\$ 7,440	\$ -	
											Total Budget	\$ 312,439
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
Total after deducting Property:												
Total Available for Indirect Costs:												
Amount of Indirect Cost to be used:												
Grand Total After Indirect Cost:												
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID												
Supplies						Property: Equipment/ Technology						
						11000 - Instruction: Adaptive learning software licenses (Compass Learning and Dreambox Math) to personalize instruction in blended, small-group model - \$62/student x 400 students - 30% SIG allocation - SUBTOTAL: \$7,440						
Professional Services						Other Purchase Services (travel, communication)						

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

<p>IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #93 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.</p> <p>11000 - Instruction (a) Extended instructional time stipends for Teachers (76 additional hours): 20 additional minutes of personalized, small-group instruction in math and reading over 180 days during the school year (60 hours subtotal) + special afterschool tutoring during testing season (2 sessions/wk, 1 hr/session, 8 weeks - 16 hours subtotal) - SUBTOTAL: \$66,134 (b) Individualized scholar data analysis and instructional support for teachers to customize instruction, provided by Data and Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250</p> <p>21000 - Support Services - Student (a) Facilitates socio-emotional development of scholars, providing counseling, behavior management, coordinating wraparound services - Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750 (b) Specialized, licensed behavioral specialist to provide support for traumatic stress and healthy emotional development - Behavioral Specialist at \$50,000 plus 25% benefits - 50% allocation - SUBTOTAL: \$31,250</p> <p>22100 - Professional Development (a) Additional pre-service, 30 hours of additional intensive training - training stipends - SUBTOTAL: \$26,110 (b) Intensive PD rounds, drill-down on key topics such as data-driven instruction or classroom management (14 additional hours) - training stipends - SUBTOTAL: \$12,185</p> <p>22900 - Other Support Services Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #93 (\$60,161) plus benefits (25%) - 70% SIG allocation - SUBTOTAL: \$52,640</p>	<p>26000 Operation and Maintenance 2.52% of project budget; IPS administrative cost of administering SIG grant</p>						
SIG Staffing							
Instructions: Complete the SIG Staffing information below							
Staff Name	Staff Position	Cert/ Non-Certified	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Tara Elkins	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Emily Slavens	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Patsy Schanz	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Dianne Flanagan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Brittany Connnett	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
April Heslar	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sara Hasseld	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Gale Reed	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend

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Megan Smith	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mark Cassoday	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Danielle Burns	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Allison Morgan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Lindsey Freeman	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sherry Radford	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mary Ann Belch-Staton	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Tonya Evans	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Jackie Thompson	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
To be hired	Data and Learning Coach	Cert.	1	N	N	NA	See budget narrative
To be hired	Dean of Scholars	Cert.	1	N	N	NA	See budget narrative
To be hired	Behavior Specialist	Cert.	1	N	Y	General Fund/Philanthropy	See budget narrative
To be hired	Director of Training	Non-Cert.	1	N	Y	General Fund	See budget narrative

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Part 11: 1003g SIG Budget SY 2020-2021												
Complete the budget below:												
SY 2020-2021		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					\$ 25,125				\$ 4,960		\$ 30,085
21000	Support Services - Student					\$ 58,750						\$ 58,750
22100	Improvement of Instruction (Professional Development)					\$ 38,295						\$ 38,295
22900	Other Support Services					\$ 37,600						\$ 37,600
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance					\$ 4,151						\$ 4,151
27000	Transportation											\$ -
33000	Community Service Operations											\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ -	\$ -	\$ -	\$ -	\$ 163,921	\$ -	\$ -	\$ -	\$ 4,960	\$ -	\$ -
											Total Budget	\$ 168,881
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
Total after deducting Property:												
Total Available for Indirect Costs:												
Amount of Indirect Cost to be used:												
Grand Total After Indirect Cost:												
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID												
Supplies						Property: Equipment/ Technology						
						11000 - Instruction: Adaptive learning software licenses (Compass Learning and Dreambox Math) to personalize instruction in blended, small-group model - \$62/student x 400 students - 20% SIG allocation - SUBTOTAL: \$4,960						
Professional Services						Other Purchase Services (travel, communication)						

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

<p>IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #93 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.</p> <p>11000 - Instruction (a) Extended instructional time stipends for Teachers (76 additional hours): 20 additional minutes of personalized, small-group instruction in math and reading over 180 days during the school year (60 hours subtotal) + special afterschool tutoring during testing season (2 sessions/wk, 1 hr/session, 8 weeks - 16 hours subtotal - 50% SIG allocation - SUBTOTAL: \$33,067 (b) Individualized scholar data analysis and instructional support for teachers to customize instruction, provided by Data and Learning Coach at \$40,200 plus 25% benefits - 50% allocation - SUBTOTAL: \$25,125</p> <p>21000 - Support Services - Student (a) Facilitates socio-emotional development of scholars, providing counseling, behavior management, coordinating wraparound services - Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750</p> <p>22100 - Professional Development (a) Additional pre-service, 30 hours of additional intensive training - training stipends - SUBTOTAL: \$26,110 (b) Intensive PD rounds, drill-down on key topics such as data-driven instruction or classroom management (14 additional hours) - training stipends - SUBTOTAL: \$12,185</p> <p>22900 - Other Support Services Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #93 (\$60,161) plus benefits (25%) - 50% SIG allocation - SUBTOTAL: \$37,600</p>	<p>26000 Operation and Maintenance 2.52% of project budget; IPS administrative cost of administering SIG grant</p>
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SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Tara Elkins	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Emily Slavens	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Patsy Schanz	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Dianne Flanagan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Brittany Connett	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
April Heslar	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sara Hasseld	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Gale Reed	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Megan Smith	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend

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Mark Cassoday	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Danielle Burns	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Allison Morgan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Lindsey Freeman	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sherry Radford	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mary Ann Belch-Staten	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Tonya Evans	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Jackie Thompson	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
To be hired	Data and Learning Coach	Cert.	1	N	Y	General Fund/Philanthropy	See budget narrative
To be hired	Dean of Scholars	Cert.	1	N	N	NA	See budget narrative
To be hired	Behavior Specialist	Cert.	1	N	Y	General Fund/Philanthropy	See budget narrative
To be hired	Director of Training	Non-Cert.	1	N	Y	General Fund	See budget narrative

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 432,470	\$ -	\$ -	\$ -	\$ 34,720	\$ -	\$ 467,190
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ 420,625	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 420,625
22100	Improvement of Instruction (Professional Development)	\$ -	\$ -	\$ -	\$ -	\$ 185,365	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 185,365
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ 366,468	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 366,468
25191	Refund of Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26000	Operation and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ 36,279	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,279
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60100	Transfers (interfund)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Column Totals	\$ -	\$ -	\$ -	\$ -	\$ 1,441,207	\$ -	\$ -	\$ -	\$ 34,720	\$ -	
											Total Budget	\$ 1,475,927

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Part 11: 1003g SIG Budget District Sustainability AFTER SY 2021-2022												
Complete the budget below:												
SY 2021-2022 DISTRICT SUSTAINABILITY		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					\$ 116,384				\$ 24,800		\$ 141,184
21000	Support Services - Student					\$ 121,250						\$ 121,250
22100	Improvement of Instruction (Professional Development)					\$ 48,295						\$ 48,295
22900	Other Support Services					\$ 92,076						\$ 92,076
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation											\$ -
33000	Community Service Operations											\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ -	\$ -	\$ -	\$ -	\$ 378,005	\$ -	\$ -	\$ -	\$ 24,800	\$ -	\$ -
											Total Budget	\$ 402,805
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
		Total after deducting Property:										
		Total Available for Indirect Costs:										
		Amount of Indirect Cost to be used:										
		Grand Total After Indirect Cost:										
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference												
Supplies						Property: Equipment/ Technology						
						11000 - Instruction: Adaptive learning software licenses (Compass Learning and Dreambox Math) to personalize instruction in blended, small-group model - \$62/student x 400 students - SUBTOTAL: \$24,800 (To be sustained through philanthropy)						
Professional Services						Other Purchase Services (travel, communication)						

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #93 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction
 (a) Extended instructional time stipends for Teachers (76 additional hours): 20 additional minutes of personalized, small-group instruction in math and reading over 180 days during the school year (60 hours subtotal) + special afterschool tutoring during testing season (2 sessions/wk, 1 hr/session, 8 weeks - 16 hours subtotal) - SUBTOTAL: \$66,134 (To be sustained using general funds, supplemented by AmeriCorps and 21st CCLC funding)
 (b) Individualized scholar data analysis and instructional support for teachers to customize instruction, provided by Data and Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250 (To be sustained using general funds, supported by AmeriCorps, 21st CCLC and philanthropy)

21000 - Support Services - Student
 (a) Facilitates socio-emotional development of scholars, providing counseling, behavior management, coordinating wraparound services - Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750 (To be sustained with general funds, supplemented by philanthropy)
 (b) Specialized, licensed behavioral specialist to provide support for traumatic stress and healthy emotional development - Behavioral Specialist at \$50,000 plus 25% benefits - SUBTOTAL: \$62,500 (To be contracted out to qualified agency, cost supported by Medicaid reimbursement and general funds)

22100 - Professional Development
 (a) Additional pre-service, 30 hours of additional intensive training - training stipends - SUBTOTAL: \$26,110 (To be sustained through philanthropy)
 (b) Intensive PD rounds, drill-down on key topics such as data-driven instruction or classroom management (14 additional hours) - training stipends - SUBTOTAL: \$12,185 (To be sustained through general funds and philanthropy)
 (c) Dedicated professional development and training program content development - Director of Training at \$80,000 plus 25% benefits; 10% allocated to SIG - SUBTOTAL: \$10,000 (To be sustained by philanthropy)

22900 - Other Support Services
 (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 30% allocated to SIG - SUBTOTAL: \$16,875 (To be sustained with general funds, AmeriCorps, 21st CCLC, and philanthropy)
 (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #93 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201 (To be sustained with general funds, AmeriCorps, 21st CCLC, and philanthropy)

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Tara Elkins	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Emily Slavens	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Patsy Schanz	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Dianne Flanagan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Brittany Connett	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
April Heslar	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sara Hasseld	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Gale Reed	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend

George H. Fisher School #93 2016-2017 School Improvement Grant Application Budget

Megan Smith	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mark Cassoday	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Danielle Burns	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Allison Morgan	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Lindsey Freeman	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Sherry Radford	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Mary Ann Belch-Staten	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Tonya Evans	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
Jackie Thompson	Academic Teacher	Cert.	1	Y	Y	State/General Fund	Delivers academic instruction in ELA and Math; extended learning time stipend
To be hired	Data and Learning Coach	Cert.	1	N	Y	General Fund/Philanthropy	See budget narrative
To be hired	Dean of Scholars	Cert.	1	N	Y	General Fund/Philanthropy	See budget narrative
To be hired	Behavior Specialist	Cert.	1	N	Y	General Fund/Philanthropy	See budget narrative
To be hired	Director of Training	Non-Cert.	1	N	Y	General Fund/Philanthropy	See budget narrative

George H. Fisher School #93
2016-2017 School Improvement Grant Application
Resumes

7349 Testimony Avenue Unit 3A, Carmel, IN. 46033

PHONE: 317-294-5069 EMAIL: faman@myips.org

NICOLE FAMA

OBJECTIVE:

My goal is to serve in a position that focuses on student growth and achievement where my leadership talents and diverse experiences can have a positive impact on students, teachers and the community.

QUALIFICATIONS:

- Member of Project: RESTORE creative innovation team
- Demonstrated the ability to turnaround failing schools, and maintain positive results
- Visionary leader with a proven track record of motivating staff and students
- Change agent for education, demonstrating participative and supportive leadership style in the administration of school policies, procedures and activities
- Demonstrated commitment to ensuring quality education for all students based on their unique emotional, social and intellectual characteristics
- Humanistic approach in providing leadership and communication with administration, staff, students, parents, and community members
- Knowledgeable of current trends in education and implementing programs that produce results

WORK EXPERIENCE:

2015 - Present

Indianapolis Public Schools

Indianapolis, IN

Principal

As principal at I.P.S. School #93 I serve as the instructional leader for teachers and staff in grades K-6. School #93 is in conversion to be one of the districts first I.P.S. innovation schools under the Project: RESTORE model. We are currently in our first year turnaround effort at this chronically failing school, and much progress has been made to date. We have received community attention and accolades from The Indianapolis Star, Stand for Children, The Mindtrust, and The Indy Channel regarding our marked improvements.

George H. Fisher School #93 2016-2017 School Improvement Grant Application
Resumes

2009 – 2015 Indianapolis Public Schools Indianapolis, IN

Dean of Student Discipline

I was hired as a teacher at Arlington Woods Elementary, and was fortunate to be part of the team that piloted the innovative program, Project RESTORE. I co-created, wrote and coordinated all of the schools discipline policies and procedures under the new program. As a dean I handled all suspensions, parent reinstatement conferences, keeping of all discipline records, creating behavior plans, and building strong parent and community relationships. This also included classroom management assistance and providing professional development for staff. Building parent and community relations through the children and their successes was very important while making positive changes in student behavior and discipline school-wide. Project: RESTORE has proven to be a revolutionary program in Urban Education with positive sustained academic results.

2004 – 2009 Indianapolis Public Schools Indianapolis, IN

Teacher

I have taught at Shortridge High School, Brookside School #54 and Arlington Woods School #99. At Shortridge I taught language arts to students in grades 6-8. During my time at Brookside Elementary I taught sixth grade, third grade, and Title I. I also served as the student council director, cheerleading coach, and was in charge of school wide fundraising. At Arlington Woods I taught Title I. before transitioning into an administrative role.

EDUCATION:

2013-2015	Indiana Wesleyan University	M. Ed.
1996-2001	Indiana University	B.S. Elementary Education
2002-2003	Indiana University	Secondary Education English/Reading Endorsement

HONORS/AWARDS:

- Hubbard Outstanding Educator Award Top 10 Winner, 2014
- Arlington Achiever Award, 2013
- Senator Richard Lugar Patriot Award, 2012
- Indianapolis City Council Peace in the Streets Award, 2011
- ABCD Award (Above, Beyond the Call of Duty) 2007 and 2010
- Teacher High Performance Award School 54
- Teacher of the Year 2006
- Perfect attendance (3 years)

Matthew A. Rimer

757 Alexander Street
Greenwood, IN 46143
Tel: (317) 437-2053
Email: matt.rimer@yahoo.com

EDUCATION

K-12 Building Level Administrator, Principal Licensure Program, Indiana Wesleyan University, Marion, IN. Engaged in research, dialogue, problem-based learning, collaboration and performance-based assessment from a K-12 perspective. Advisor Dr. Al Long. June, 2007.

EXPERIENCE

2015-present	Assistant Principal – George Fisher Elementary – Project: RESTORE
2014-2015	Assistant Principal – Phoenix Academy
2013-2014	Assistant Principal – School #15
2009- 2013	Magnet Administrator – Broad Ripple Magnet High School
2008-2009	Assistant Principal – School #67

Administrative Experiences

- Worked with TNTP to norm teacher evaluations among administrative team
- Provided PD to teachers on each domain for RISE
- Worked with Lead Partners from Scholastic Achievement Team to improve instruction in grades 6-12
- Organize and plan effective PLC's for staff to improve instruction by using data
- Provided effective feedback to teachers in post conference meetings
- Reviewed and provided feedback to teachers based on lesson plans
- Assigned in-school and out of school suspensions to students in graded K-6
- Attended expulsion hearings
- Chaired the Title I team
- Chaired the RTI team
- Reconciled ECA accounts monthly
- Communicate with parents personally, Connect Ed, Remind

COACHING EXPERIENCE

02/2002-05/2004	Varsity Softball – Head Coach Broad Ripple High School <i>2004 IPSAC Coach of the Year</i>
09/1999-01/2003	Boy's Basketball – Head Coach Shortridge Middle School
08/999-11/2002	Boy's Football – Head Coach Shortridge Middle School
03/998-05/2000	Boy's Baseball – Head Coach Shortridge Middle School

Education

Marion University	2000-2006	GPA: 3.7	Honors Graduate
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Professional Development

2013	Non-Violent Crisis Intervention	Indianapolis, IN
2012	Positive Behavior Management	Indianapolis, IN
2011	Special Education Integration	Indianapolis, IN

Honors & Affiliations

2011	Feature Cover Story Indianapolis Star, Readers Choice Favorite
2010	Peace In The Streets Award
2004 -2005	The Sr. Adele Zahn Award for Outstanding Achievement in Humanities

References

Marcia Johnson	Principal, Indianapolis Public Schools	317-437-7120
Monica Zore	Professor, Marian University	317-299-0771

Daniel J. Kriech

Resume

Education

1978	BS – Psychology	St. Meinrad College
1985	Masters in Elementary Ed	IUPUI
1988	Licensed Real Estate Agent	
2014	Real Estate Broker License	Tucker

Work History

1980	Holy Name School	4th Grade Teacher
1985	Holy Name School	Middle School Math
1985	Named First Ever Vice Principal of Holy Name	
1987	IPS School # 55	5th Grade Teacher
1989	IPS School # 55	6th Grade Teacher
1994	IPS School # 55	5th Grade Teacher
2007	IPS School # 99	Title 1 Teacher

- 2008** **IPS School # 99 Co-Created Project: RESTORE**
- 2009** **IPS School # 99 Implemented RESTORE**
- 2012** **School # 99 & # 88 RESTORE at 2nd School**
- 2013** **School 88/99 Named RESTORE Coordinator**
- 2015** **IPS School # 93 Named Director of RESTORE**
- 2016** **Phalen Leadership Academy – Director
Curriculum – Instruction - Assessments**

Awards

I have received 4 ABCD (Above and Beyond the Call of Duty) awards from Indianapolis Public Schools. I have received multiple nominations for Teacher of the Year. I received Senator Lugar's recognition for helping to turn a failing school (IPS #99) into an 'A' school.

Achievements

While I have earned the respect of every principal for whom I have worked as well as my fellow teachers. I am most proud of the impact I have had on students throughout my 36 year career. It is through their eyes that I determine my level of success as an educator.

In 2009 I co-created a school turn around model called Project: RESTORE. This is an acronym for: Reshaping an Entire School by Taking Ownership of a Rigorous Education. This program was first implemented in 2010 at Arlington Woods Elementary School (IPS #99). In its first year, the school rose from an F to a C. In its second year it went from a C to an A. The RESTORE model was then implemented by myself at a new school, IPS #88. Within one year, the RESTORE model turned #88 from an F to an A. After the 2nd turn around, parents at a 3rd failing IPS school demanded that the RESTORE model be implemented at their failing school. In 2015, the RESTORE team was assigned to George H Fisher, IPS #93. After one year, this school went from an F to a C.



Tammy Laughner

Educator & School Innovator

“Chronically failing, unruly children, little regard for academics, high teacher absenteeism, etc... I had enough and did something about it. As a classroom teacher, I spearheaded the successful turnaround of my elementary school, Arlington Woods, and then another”

Experience

- 1986** Indianapolis Public School classroom teacher for 26 years in grades 2-6th
- 2009** Co-created Project:RESTORE, a school reform program that transformed two failing inner-city schools to “A” schools
- 2009** Co-created a Math Pacing Guide and 30 weekly Math cumulative assessments for grades 2-6th
- 2014** Co-developed Vimme Learning, a complete Math ecosystem. VL is a web-based software platform that delivers 30 cumulative Math assessments with real time data reporting for immediate remediation
- 2015** Co-developed Vimme Learning Fact Fluency Gaming System

Skills

- Lead:** 75+ teachers, 1,500+ children, 6 principals through school transformation
- Delivered:** PD workshops on effective pedagogy, classroom/behavior management
- Developed:** Teachers through mentoring, coaching, modeling effective practices
- Presented:** IN Stand for Children Conference, Marian University, Indiana University, Annual Board Meeting for National Stand for Children, Indiana State School Board, Superintendents, Principals, Teachers
- Advocated:** State Legislators, School Board Members, Businessmen, Key stakeholders

Awards

- 2015** Finalist for the Mira Award in Educational Technology
- 2015** Mentioned In: Rick Hess’ Book: *The Cage Busting Teacher*
- 2012** Recipient of the Richard Lugar Patriot Award
- 2010** Local columnist, Matt Tully, wrote a series of articles in Indianapolis Star

Education

- 1985** Bachelor of Science, Elementary Education Grades 1-6th: Indiana University

317.331.5321 tammylaughner@gmail.com 219 North New Jersey Unit E Indianapolis, IN 46204

Mark Cassoday

1022 MapleBrook Drive Fishers, IN 46038
Phone: 219.688.6385 E-Mail: markcassoday@gmail.com

Clinton Young Elementary, Perry Township

February 2012 to June 2013

- ISTEP Remediator
- Pull small groups of Tier II students in third, fourth, and fifth grade throughout the day and work on improving nonfiction and literary text comprehension
- Evaluating Acuity assessment data in order to plan my instruction
- Aligning my lesson plans in accordance to the TAP rubric
- Other duties include conducting book clubs, assisting in writing lessons, supporting math lessons in primary grades, and planning and implementing vocabulary lessons in intermediate grades.
- Attended weekly TAP training and implemented what I learned into my lessons

Abraham Lincoln Elementary, Perry Township

August 2011 to December 2011

- Second Grade, Student Teaching
- Established a learning environment conducive for the needs of all students through differentiation
- Successfully implemented the Whole Brain Teaching method to communicate the curriculum to students
- Stayed in contact with parents through the use of weekly newsletters, as well as, facilitating Parent-Teacher conferences at the request of a parent
- Attended weekly TAP training

Awards and Recognition

- Teach Plus Policy Fellow - January 2016 to Present
- Nominated Arlington Woods Teacher of the Year - 2014
- Nominated Arlington Woods Teacher of the Year - 2015
- 77% IREAD pass rate
- 84% ELA ISTEP pass rate
- Students improved an average of 250 Lexile points from beginning of year to end of year SRI assessment

Additional Training

- Smekens - An Introduction to Literacy Stations
- Smekens - Launching an Effective K-5 Reading Block
- Smekens - Launching the Writer's Workshop
- Smekens - Teaching Writing Skills All Year Long
- Smekens - Strategies for Differentiating Reading with Small-Group Instruction
- Smekens - Teaching Varied and Complex Tests

Mark Cassoday

1022 MapleBrook Drive Fishers, IN 46038
Phone: 219.688.6385 E-Mail: markcassoday@gmail.com

Objective/Philosophy

I am committed to developing a student's individual growth and creating a productive learning environment. I hold the skills to design exciting, educational, and enriching lessons and activities that inspire and motivate students. I am developing the experience, dedication, and endurance to support my students during their education careers.

Education

Indiana University Purdue University - Indianapolis

September 2009 to December 2011

Graduated Bachelor in Elementary Education

Received Primary/Intermediate Elementary License in January 2012

Classroom Experience

George H. Fisher Elementary, Indianapolis Public Schools

August 2015 to Present

- **Third Grade Teacher**
- Facilitated small groups in Math and English/Language Arts based on Acuity and weekly math assessments
- Established a learning environment conducive to the needs of all students through differentiation
- Facilitated formal assessments through custom made quizzes and tests
- Communicated with parents through weekly newsletters and weekly progress reports, as well as, facilitated parent-teacher conferences when needed
- Implemented a positive discipline plan, which promoted student responsibility, problem solving skills, and student accountability
- Frequently utilized Donors Choose to provide resources to create student success opportunities

Arlington Woods Elementary, Indianapolis Public Schools

August 2013 to June 2015

- **Third Grade Teacher**
- Grade level facilitator, 2014-2015
- Facilitated small groups in Math and English/Language Arts based on Acuity and weekly math assessments
- Established a learning environment conducive to the needs of all students through differentiation
- Facilitated formal assessments through custom made quizzes and tests
- Communicated with parents through weekly newsletters and weekly progress reports, as well as, facilitated parent-teacher conferences when needed
- Implemented a positive discipline plan, which promoted student responsibility, problem solving skills, and student accountability
- Facilitated grade-level bi-weekly PLC meetings
- Fluent in creating Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)
- Implemented whole-school positive behavior rewards
- Frequently utilized Donors Choose to provide resources to create student success opportunities

Amanda Taylor

1828 Electric Avenue Indianapolis, Indiana 46260

317-876-7162

taylorat@ips.k12.in.us

*"He who dares to teach must never
cease to learn."*

*"A teacher affects eternity; one
can never tell where the
influence stops." - Henry Brooks
Adams*

*"...deeply involved in learning about
the educational state-of-the-art,
investigating research and designing
instructional materials...I look forward
to the time when Diane will bring her
love of children, enthusiasm, initiative,
and intelligence into her own
classroom."*

Monica Brink, Ed.D.

*"My ability to motivate students and
share a love of learning fosters a
successful classroom environment. ...I
would welcome becoming part of 'the
village that raises the child'"*

Professional Profile

Eager to bring my experience in the Elementary Classroom and bring a love of learning to students and staff.

- Hold Masters Degree in Curriculum Design with an emphasis on technology and a Bachelor's Degree in Elementary Education
- Experienced in use of the Internet and educational software.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Education, Honors, and Certifications

M.S. Elementary Education Curriculum Design with a focus on Technology
IUPUI August 2009

Bachelor of Science Elementary Education
Indiana University, Bloomington 2002

Kappa Delta Pi Honor Society Member

Provisional Certifications
Kindergarten Endorsement Summer 2008

Key Qualifications

Certified in Elementary (K-6)

Plan and instruct each subject area using wide variety of teaching aids, motivational and implementation strategies to engage students in active learning.

Experience working with the urban child and learning what instructional strategies work for them.

Implement technological approaches to subject material. Research educational resources on the Internet. Assist with information retrieval.

Skilled on the use of SRI, Benchmarks and the data accompanying them, and ISTEP as well as other online assessments.

Computer Skills

- **Software (IBM and MAC environments):** Microsoft Windows® and comfortable using a MAC system
- Working knowledge of the **Internet**
- **System installations and debugging;** terminal/printer operations

Employment

Teacher, Indianapolis Public Schools

- Teacher in Indianapolis Public Schools from February 2004 to present with a variety of positions in the district.
- Building test coordinator for IPS #93 since 2008

Course Facilitator, University of San Diego

- Lead course discussions, review and grade coursework for students in the Continuing Education Program at the University, via Blackboard. (Since January 2014)

Brittany Connett

5754 Brockton Court • Indianapolis, IN 46220
Phone: (260) 437- 0790 • E-Mail: bconnett13@gmail.com

Education

Butler University

Graduated May 2013

- Degree: Bachelor of Science
- Major: Early/Middle Childhood Education
- Minor: Mild Intervention
- GPA: 3.75

Indiana Initial Practitioner License:

- Elementary Primary and Intermediate Generalist

Honors

Kappa Delta Pi Honor Society Member

Dean's List

Graduated Cum Laude

Teaching Experiences

Mowbray Heights Primary School, 1st and 2nd grade

Launceston, Tasmania, Australia Fall 2012

- Collaborated and co-taught in combined 1st and 2nd grade classroom
- Planned and taught math, science, and literature units
- Differentiated instruction to accommodate a diversity of needs
- Supervised a field trip to Brickenden Farm to study farming and animals

Guion Creek Elementary School, 1st grade

Indianapolis, Indiana Spring 2013

- Collaborated and co-taught in a 1st grade classroom
- Implemented reader's and writer's workshop
- Differentiated instruction to accommodate the diverse needs of students, including those with IEPs

Fox Hill Elementary School

Spring 2012

- Instructed 3rd, 4th, and 5th grade students
- Collaborated with a fellow Butler student to develop after school enrichment lessons
- Co-designed and implemented four standard rich lessons about earthquakes, volcanoes, and tsunamis
- Co-designed four standard rich lessons about Indiana History
- Developed and taught math lessons focused on graphing to a group of 5th grade students
- Worked with a small group of 4th graders on science related lessons

Butler Lab School IPS 60

Fall 2011

- Instructed in a Reggio Emilia inspired Kindergarten and 1st grade combined classroom
- One on one work with a student to develop her spelling skills
- Conducted letter identification and running records assessments
- Gained experience in project approach instruction

CSI: Curious Scientific Investigators, 3rd grade

Spring 2012

- Worked with The Children's Museum of Indianapolis as a volunteer
- Led a group of 3rd grade students in their exploration of the museum's exhibits
- Worked with the group of 3rd grade students in collecting scientific data and exploring the properties of water on the Curious Scientific Investigators Experience

IPS 91

Fall 2010

- Worked one on one with a first grade student on exploring the idea of food, with a focus on how food differs around the world



Most Precious Blood Catholic School, 1st grade

Fall 2009

- Taught in a first grade class
- Taught lessons in math, reading, and religion
- Created and taught a unit on maps

Special Education Experience

- Methods and Materials- I demonstrated modifications and adaptations in delivery of lessons and assessment of students needing interventions. I have communicated and collaborated with parents and professionals.
- Assessment of Children with Special Needs- I have focused on formal and informal assessment of students. I have Experience writing and implementing Individual Education Plans (IEPs) and Behavioral Management Plans.
- Behavior Management for Inclusive Classrooms- I have studied and implemented positive, effective classrooms in creating a least restrictive environment. I have studied practical methods for various behavioral issues common in inclusive classrooms.

Skills and Additional Trainings

Specialized Courses and Training

- Infusing the Arts in the Early and Middle Childhood Curriculum
- Technology in Education

Instructional Curriculum

- Everyday Mathematics
- Running Records
- Reggio Emilia
- Writer's Workshop, Reader's Workshop
- Project Approach
- IEP writing, FBA/BIP writing

Related Certificates

- Project Wild
- Zaner Bloser
- CPR and AED

Extracurricular Activities

Pi Beta Phi Fraternity for Women

- Ceremonies Chair – Co planned and executed Initiation ceremonies for 135 members
- Participated in multiple volunteer and philanthropic events on campus
- Our philanthropic focus is promoting literacy.

Work Experience

Internship with the Center for Urban Ecology and College of Education at Butler University

- Assisted with developing curriculum around urban farming and sustainable agriculture for The Project School
- Conducted research on sustainable living and urban farming
- Volunteered weekly at the Butler Farm

Teacher, George H. Fisher Elementary

2013 - Present

- Title 1: I was the Kindergarten through Second Grade Title 1 teacher for the 2013-2014 school year. I conducted all of the Dibels and TRC for the previously mentioned grades. I analyzed this data to create small groups based on the needs of the students.
- First Grade: I currently am in my second year of teaching first grade at George H. Fisher. I have demonstrated my abilities to create a classroom environment that encourages all students to reach their potential. I differentiate my lessons and strategies to meet the needs of all learners.

Megan Smith

7635 S. Sherman Drive, Indianapolis, Indiana, 46237 317-607-3753

Megan.daugherty8807@yahoo.com

Mission Statement

My mission is to work in a classroom where I can share my passion for learning and inspire my students to do the same. Creating an environment where students feel safe and respected is paramount for a successful classroom. I strive to promote a healthy classroom dynamic while encouraging students to embrace their diversity. Encouraging and instilling a love of learning is essential for each student.

Skills

- Proficient with Promethean Boards
- Training in Promethean Boards and Smart Boards
- Experience with NWEA
- Experience with Acuity
- Experience with Achieve 3000
- Experience with student response devices
- Trained in Smeken's Reading/Writing

Certifications

- Dual License in Reading
- CPR certified
- Trained in Suicide Prevention

Leadership Opportunities/Accomplishments

- Chair of Leadership Team
- Served on Interviewing Committee
- Served on Think Tank Team
- Grade-level chair
- Project 99 Leader
- Was nominated and won Teacher of the Year for the 2014-2015 school year

Education

December 2013

Indiana University-Purdue University Indianapolis
Indianapolis, Indiana

GPA: 3.9

- **Bachelor of Science in Elementary Education**
- Dual License in Reading

Special Honors

- Dean's List every semester of attendance
- Dean of Faculties scholarship for four years
- Robert J. Wolf scholarship for one year

Megan Smith

7635 S. Sherman Drive, Indianapolis, Indiana, 46237 317-607-3753

Megan.daugherty8807@yahoo.com

Experience

- | | |
|--|------------------|
| <i>Teacher, Arlington Woods Elementary</i> | 2013-2016 |
| <ul style="list-style-type: none">• Taught a sixth grade multicultural classroom | |
| <i>Student Teacher, Brook Park Elementary</i> | 2013 |
| <ul style="list-style-type: none">• Taught a sixth grade multicultural classroom | |
| <i>Student Teacher, IPS 82-Christian Park</i> | 2013 |
| <ul style="list-style-type: none">• Co-taught a third grade classroom | |
| <i>Teaching Experience, IPS 34-Eleanor Skillen</i> | 2012 |
| <ul style="list-style-type: none">• Taught groups of sixth grade students math and science units | |
| <i>Teaching Experience, Abraham Lincoln Elementary</i> | 2012 |
| <ul style="list-style-type: none">• Taught one-on-one with kindergarten, first and second grade students math and reading skills | |
| <i>Volunteer Experience, Pleasant Crossing Elementary</i> | 2011-2012 |
| <ul style="list-style-type: none">• Volunteered in a second grade classroom to assist in math and reading | |
| <i>Dental Assistant/Patient Care Coordinator, Masters Family Dentistry</i> | 2011-2013 |
| <ul style="list-style-type: none">• Performed clerical duties, trained chair-side to assist doctors, followed proper cleaning and sanitizing protocols to ensure health and safety of patients and employees | |
| <i>Lead Teacher, The Goddard School</i> | 2007-2011 |
| <ul style="list-style-type: none">• Prepared and implemented daily lesson plans. Was responsible for keeping monthly anecdotal records for each child, and providing a written daily report for each child to the parents.• Content areas included cognitive development, language development, social science skills, as well as science and nature-study skills, self-help skills and large and small motor skills. | |

My Core Values:

- Equity: Every student has the right to participate in and receive the best educational experiences
- Diversity: Embracing each other's strengths as well as being an accepting person inside and outside the classroom
- Community: Collaboration with others makes students feel safe and respected in their environment
- Accountability: Everyone in the classroom is responsible for their learning and for making a difference

References

References are available on request

Aleesia Johnson

Innovation Officer, Indianapolis Public Schools, johnsonal@myips.org

Summary: Aleesia has 13 years of experience in education. Six of these years were spent in the classroom as a middle school teacher. The past 7 years have been spent in educational leadership--both in and out of a formal school setting. Aleesia has both a personal and professional passion for working in low-income communities with students who have traditionally been underserved. This passion has led to her work in multiple educational settings--for the non-profit organization Teach For America, in a public charter school at KIPP Indy, and currently in a traditional public school district as a part of Indianapolis Public Schools. Aleesia has served as a member of the Indianapolis Public Library Strategic Planning committee. She is also a member of the regional advisory board of Teach For America-Indianapolis.

Experience

Innovation Officer at Indianapolis Public Schools June 2015 - Present (1 month)

- Serve as the primary manager of the district's innovation schools by developing systems and structures to support school leadership recruitment, selection, authorization, evaluation, and accountability as it relates to current and prospective innovation schools
- Draft and implement district policies that institutionalize best practices in authorization and support of innovation schools
- Manage special projects as assigned by the Superintendent; organize the work of internal and external stakeholders in order to accomplish project objectives successfully

School Leader at KIPP Indianapolis College Preparatory June 2012 - June 2015

- Created and implemented a strategic plan to drive organizational goals and assess progress during year
- Leveraged strong relationships with all relevant stakeholders in order to increase school stability and sustainability in both operational and instructional practices
- Managed a team of 30 staff members in order to maximize effectiveness in classroom instruction
- Achieved staff satisfaction results that meet or exceed KIPP national network average
- Achieved 51% increase in student retention year over year, from 38% to 89%

Assistant School Leader at KIPP Indianapolis College Preparatory May 2010 - June 2012

- Created and implemented a strategic plan to drive organizational goals and assess progress during year
- Leveraged strong relationships with all relevant stakeholders in order to increase school stability and sustainability in both operational and instructional practices
- Managed a team of 17 teachers in order to maximize effectiveness in classroom instruction
- Collected and analyzed various school data points to inform decision-making
- Achieved staff satisfaction results that exceeded KIPP national network average

George H. Fisher School #93 2016-2017 School Improvement Grant Application
Resumes

Interim Director, District Strategy at Teach For America October 2008 - June 2010

- Maximized Teach For America impact in Indianapolis by securing additional partnerships to increase placement schools from nine to twenty-seven
- Created strategic plan to drive regional district strategy goals and assess progress to goals
- Designed and facilitated professional development to ensure staff members are equipped to meet district strategy goals
- Communicated key messages to school leaders and district officials to create investment in Teach For America
- Executed matriculation and placement processes to ensure all teachers secure positions at partner schools

Program Director at Teach For America May 2008 - June 2010

- Managed two cohorts of approximately 25 teachers serving in public schools to reach ambitious student achievement goals
- Exceeded achievement goals during 2008-09 and 2009-10 school years with an average of 85% of team accomplishing at least one and a half years of student academic growth
- Assessed qualitative and quantitative data to evaluate teachers' progress to goals
- Planned and executed rigorous professional development workshops to build targeted instructional skills

Founding Teacher at KIPP Indianapolis College Preparatory July 2004 - May 2008

- Advanced students an average of 1.5 years in Reading according to NWEA MAP (Measures of Progress) scores each year as Reading teacher
- Served as a grade level chairperson and English Language Arts department chair
- Created community partnerships to establish extracurricular activities, a student counseling program, community service programs, and high school placement opportunities

Teacher, 6th grade Science and Social Studies at Paterson Public Schools, October 2002-June 2004

- Selected from competitive field to join Teach For America, a national corps of outstanding college graduates who teach in low-income communities
- Achieved grade level annual yearly progress by partnering with Reading teacher to reinforce content area reading strategies
- Nominated for Teacher of the Year by School 26 colleagues



Phalen Leadership Academies Leadership Team Bios

Earl Martin Phalen (Founder and CEO): Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually, and from \$12K annual budget to \$27.5M annually. Phalen then founded Summer Advantage USA, a summer reading program that has served over 15,000 children in five states since its inception in 2009. As a result of the impact of Summer Advantage, Earl and his team were encouraged to expand their 25-day summer program model into a school. This new network of K-8 blended learning schools is called the George and Veronica Phalen Leadership Academies in honor of his parents. The Phalen Leadership Academies, or "PLA," was awarded an unprecedented 10 charters, which will ultimately enable them to serve 10,000 students each year. While the vast majority of PLA's students live below the poverty line, 100% of its third graders passed the IREAD-3 for two years in a row, demonstrating reading proficiency on the state exam. Based on its performance, PLA was selected by Indianapolis Public Schools (IPS) to take leadership of an underperforming district school in fall 2015. This year, PLA will take over leadership of a second IPS school. Phalen has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a B.A. in political science from Yale University.

Terra Smith (Chief Operating Officer): Ms. Smith leads the executive team and the organization's national operations. Ms. Smith obtained a BA in Political science from Morgan State University. After Morgan, she attended Columbia Law School and earned her Juris Doctor in 1999. Ms. Smith then worked as a corporate associate at Skadden, Arps, Slate, Meagher & Flom LLP and then became a staff attorney with the U.S. Securities and Exchange Commission. Ms. Smith left her career as a successful corporate lawyer in New York to pursue her life's passion, serving our nation's most at-risk children. Tens of thousands of children's lives have been changed because of her decision. In 2009, Terra set out to identify gaps within our education system and began the launch of three national initiatives that have had a transformative impact on the education of children: Summer Advantage USA, the Phalen Leadership Academies, and LaTonya's House, which provides a safe and caring living environment for hundreds of adults with disabilities and allows them to lead independent lives. Ms. Smith brings more than a decade of experience recruiting the nation's top talent for leading firms in the country. Ms. Smith simultaneously established The Giving Fund, Incorporated (a

foundation that provides free consulting services to start-up non-profits) and Compendium Business Solutions, a for-profit consulting firm that assists emerging companies with strategic development and recruitment.

Johnny Jin (Chief Strategy and Development Officer): Mr. Jin manages fundraising, growth and strategic initiatives for the Phalen Leadership Academies (PLA) and Summer Advantage USA. In this capacity, he helped raise over 30 million dollars, including major investments from the Gates Foundation, Charter School Growth Fund, School Improvement Grant, Social Innovation Fund, Corporation for National and Community Service, and more. He developed the charter school application, the blended learning approach, and financial model that resulted in a state authorization of 10 charters to PLA. His work also helped expand the organizational portfolio at a rate that places the organization in the top 5% of nonprofit growth in the country, adding five schools serving over 2,400 students just three years after the launch of PLA. Mr. Jin immigrated to the United States at the age of eleven, and became one of the youngest credentialed high school English teachers in Los Angeles. As an English teacher, Mr. Jin guided his ninth graders to gain two grade levels in a single school year. He has worked with a former US Secretary of Education and contributed content to a nationally distributed social studies curriculum. Mr. Jin holds a Bachelor's Degree in Economics from UC Berkeley and a Master's Degree in Education Policy and Management from Harvard.

Helen Dixon (Director of Recruitment): Ms. Dixon is responsible for leading the recruitment, selection and placement of all employees. Ms. Dixon has over 10 years of human capital recruitment experience. Prior to joining PLA, Ms. Dixon served as National Director of Recruitment for New Leaders for New Schools, a non-profit which specializes in recruiting and developing exceptional teachers into urban school principals. Formerly the Director of Recruitment for the City of Chicago, Ms. Dixon was the architect of enterprise-wide recruitment planning, strategies, policies and program development applicable to 38,000 employees and 43 operating departments. Prior to the City of Chicago, Ms. Dixon served as a Senior Recruitment Officer and Marketing Manager for the Chicago Public Schools. During her tenure, she provided district-wide recruitment and employment guidance to 600 schools, and designed and implemented strategies to meet annual workforce requirements.

Eva Spilker (Director of Finance): Ms. Spilker has served as Controller and Finance Director at Diamondback Direct, an International division of Quadriga Direct Mail Holdings – a leading global provider of Direct Marketing services. Her responsibilities included all Finance and Accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, margin management, annual budgeting, audit management and executive team and board presentations. Ms. Spilker's career in finance began in the Corporate Financial Consulting division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all Capital Expenditure justifications and analyses. After CSX, Ms. Spilker transitioned to a Partner role in a regional advertising agency where she managed all Finance and Operations functions. Ms. Spilker holds an Economics degree from the University of North Carolina at Chapel Hill.

Michelle Reeves (Director of Legal Affairs and Human Resources): Michelle Reeves joined PLA as the Director of Legal Affairs and Human Resources in March 2013. Since that time, she has been invaluable in supporting the organization's varied transactions, employee matters and other business issues. Prior to coming to PLA, Michelle served as an Administrative Law Judge and prior to that appointment, Michelle was an attorney at the Indiana Department of Education, where she supported the State Superintendent of Public Instruction, the Indiana State Board of Education, the Board of Special Education Appeals, the Indiana Case Review Panel and Professional Standards Advisory Board.

Yvonne Bullock (Director of Teaching and Leadership Development): A public school educator with 35 years of experience, Yvonne Bullock has focused her career on providing a high quality education for all students, and supporting teachers and administrators with resources and professional development to provide effective instruction and leadership. Some of her accomplishments include improving the academic achievement of students in reading and mathematics, and improving PSAT and SAT scores, while serving as a Superintendent in Illinois. Yvonne has written numerous grants including School Improvement, Reading First, Supplemental Afterschool Program, and 21st Century grants to support reading, mathematics, and fine arts instruction, as well as parent training and involvement activities. Other accomplishments include the U.S. Department of Education Blue Ribbon Award while serving as an assistant principal of one of eight lowest achieving schools in the Cincinnati district. Yvonne has made presentations on "Closing the Achievement Gap" for the Illinois State Department of Education No Child Left Behind Conference and Illinois Superintendent's Conference on Demographics, and presented "The Condition of Education in America" for community organizations. She obtained her Bachelor of Science Degree in Elementary Education in 1981, and Masters of Science degree in Curriculum and Instruction in 1984 from the University of Cincinnati, and a Doctorate of Philosophy in Educational Administration and Leadership in 1991 from Ohio University in Athens Ohio.

George H. Fisher School #93
2016-2017 School Improvement Grant Application
Letters of Support



August 17, 2016

Dear Superintendent Ritz,

As superintendent of Indianapolis Public Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will plan to “transform” George H. Fisher School 93 (identified by Indiana Department of Education as a focus school).

The support George H. Fisher School 93 will receive from the funding of Phase 1 of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives. The initiatives will help improve teacher pedagogy and increase student achievement.

The Board of School Commissioners and district leadership are committed to continuously supporting all aspects of the Transformation Model at George H. Fisher School 93. I wholeheartedly support the following elements that will be in place for Phase 1 of the Grant.

- The IPS Innovation Office supporting the efforts of George H. Fisher School 93 to substantially improve classroom instruction and dramatically increase student achievement.
- Data driven decision making, e.g. inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Established strategies that will be used to provide increased learning time.
- Services for social-emotional and community-oriented services will support teachers and students.
- Leadership that will reflect increased operational flexibility for the principal in hiring, retaining, transferring and replacing staff.

Indianapolis Public Schools supports the implementation of the School Improvement Grant Initiative at George H. Fisher School 93. We are grateful to have this opportunity.

Sincerely,

A handwritten signature in blue ink that reads "Lewis D. Ferebee".

Lewis D. Ferebee, Ed.D.
Superintendent
Indianapolis Public Schools



Board of School Commissioners for the City of Indianapolis

August 25, 2016

Mary Ann Sullivan

President
At-large

Samuel Odle

Vice President
At-large

LaNier Echols

Secretary
District 5

Diane Arnold

Commissioner
District 4

Kelly Bentley

Commissioner
District 3

Gayle Cosby

Commissioner
District 2

Michael O'Connor

Commissioner
District 1

Dear Superintendent Ritz:

As President of the Board of School Commissioners for Indianapolis Public Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase 1 of a multi-year plan to "transform" IPS George H. Fisher (identified by the Indiana Department of Education as a priority school).

The support George H. Fisher Elementary School 93 will receive from the funding of Phase 1 of the School Improvement Grant Initiative will enable the school to implement cutting-edge, research-based educational initiatives. The initiatives will help improve teacher pedagogy and increase student achievement.

My fellow commissioners and I are committed to continuously supporting all aspects of the Transformation Model at George H. Fisher Elementary School 93. The vision of this board is for greater autonomy in our schools. Therefore, moving forward in the 2016-17 school year, George H. Fisher School 93, through its principal, will have operational flexibility in hiring, retaining, transferring, and replacing staff.

The Indianapolis Public Schools district supports the implementation of Phase 1 of the School Improvement Grant Initiative at IPS George H. Fisher Elementary, School #93.

We are grateful to have this opportunity.

Sincerely,

THE BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS

A handwritten signature in black ink that reads "Mary Ann Sullivan". The signature is written in a cursive, flowing style.

Mary Ann Sullivan, President
Board of School Commissioners

George H. Fisher School #93 2016-2017 School Improvement Grant Application
Letters of Support

August 24, 2016

Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
South Tower, Suite 600
Room 229, State House
Indianapolis, IN 46204

Dear Superintendent Ritz,

We are pleased to submit this letter in support of School #93's application for a School Improvement Grant. At Chase, improving the quality of life in our community is a key focus of our work. Throughout our community involvement work in Indianapolis, we have seen firsthand the barriers and challenges that many families who are living in poverty in our community face to attaining educational success and economic independence. We have also seen how truly community-oriented schools can help both children and families access the education, resources, and support that they need to rise out of the cycle of poverty.

That is why we have been grateful to partner with School #93, which serves families living in some of the most educationally and economically disadvantaged communities in our city. It has been particularly encouraging to see the changes beginning to take shape at the school over the past year through the leadership of the Project RESTORE team. Their team has begun to reform the instructional program at the school to ensure that all children have an exceptional learning experience, as well as to more intensively engage families in the education of their children.

A School Improvement Grant will allow School #93 the critical resources it needs to fully implement its vision for providing a high quality education for its children and to provide additional support for families. As part of this grant, the connection between Chase and School #93 would be strengthened to support these improvements. Chase will dedicate the time of our staff to support students' educational achievement by providing additional academic tutoring during the school year. In addition, we will help host and staff community events such as a Fall Festival, where students, families, and our staff members have the chance to both build community and celebrate their achievements.

We aim to ensure that our investments can have a lasting impact on the success of the school and on the achievement of its children and families. While there is still so much more to be done to raise the achievement of children at School #93, we have seen incredible commitment in recent years by School #93 and Indianapolis Public Schools towards making their vision of a high quality school a reality. We are inspired by this commitment, and sincerely hope that the School Improvement Grant program can commit resources that are critically needed to fully transform School #93. Thank you for your consideration of this request.

Sincerely,

Nancy Dora
Executive Director
JP Morgan



George H. Fisher School #93 2016-2017 School
Improvement Grant Application
Letters of Support

August 24, 2016

Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
South Tower, Suite 600
Room 229, State House
Indianapolis, IN 46204

Dear Superintendent Ritz,

Phalen Leadership Academy at School #103 (PLA@103) is pleased to partner with School #93 and submit this letter of support for School #93's School Improvement Grant (SIG) application.

We have served as a partner and a resource - in a sense, as a "sister school" - to School #93 as their leaders have developed and begun to implement their approach to school improvement in preparation for this application. Both School #103 and School #93 are located on the East Side of Indianapolis, and both of our schools serve families living in some of the most economically and educationally disadvantaged communities of the city. School #103 led a comprehensive assessment of the specific needs of students and families in our community, as well as the available assets, in preparation for our SIG application in 2015-2016. As the Project RESTORE team took leadership of School #93 last year, they were able to draw on this information and on the extensive turnaround experience of their leaders to put in place strategies for addressing the most critical areas of need at #93.

However, it was clear that the school would need to become an Innovation Network School (INS) to implement a more comprehensive school improvement plan and to achieve significant growth in student achievement. As an INS, School #93 will remain part of the Indianapolis Public Schools (IPS) district while receiving autonomy over elements of school operation such as staffing, curricula selection, scheduling, and assessment practices that play a critical role in school improvement. As an IPS school that was also the state's first INS and a SIG recipient, School #103 is uniquely positioned to advise School #93 on how to take advantage of the autonomies offered as an INS to structure their approach to school improvement under the SIG program. School #93 has selected the Transformation model based on School #103's guidance, due to the close alignment of the Transformation model and the autonomies of an INS. School #103 is also working to advise #93's leaders on ways to collaborate effectively with the IPS district throughout the transition.

This transition has also enabled School #93 to partner with PLA, a high quality nonprofit school operator, to provide administrative support. Both #103 and #93 are now supported in this way by PLA. We have seen how this structure is tremendously beneficial to school improvement efforts, in that it will free up School #93's leaders to focus purely on instructional leadership and on implementing the Transformation model with fidelity. With sufficient resources, PLA would be able to provide critical support services such as recruitment and selection of high quality educators, professional development, curricula selection, operational support, financial management, data analysis, and program sustainability.

George H. Fisher School #93 2016-2017 School Improvement Grant Application
Letters of Support

One of the major ways in which we will support School #93 is in advising the school's leaders on methods for maximizing the impact of a SIG investment. We have seen firsthand how impactful the support, expertise, and technical assistance offered under the SIG program can be to a school in need of support for critical improvement strategies. The resources provided under SIG, combined with the autonomies offered under the INS program, offer a powerful combination of strategies for school improvement. We will continue to partner with School #93 to share best practices for taking full advantage of the opportunities and support that this grant opportunity provides.

As we have seen at School #103, the journey to becoming a high quality school is an intensive one. With the support of families, staff, IPS, the RESTORE team, School #103, and PLA, School #93 has begun that journey and is uniquely positioned to achieve significant transformation. Still, the school is striving to overcome a long history of chronic underperformance. Only through the resources and support provided under the SIG program can it be transformed into a high quality school that provides an exceptional learning experience for every child. We sincerely hope that you will consider investing in the success of children served by School #93.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ag Aleobua".

Agnes Aleobua, Principal
Phalen Leadership Academy at School #103

George H. Fisher School #93
2016-2017 School Improvement Grant Application
Risk Assessment Attachment



Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

December 15, 2014

Dr. Lewis Ferebee, Superintendent
Indianapolis Public Schools #5385
120 E Walnut St 702-A
Indianapolis, IN 46204-1389

RE: Waiver for Excess Carryover

Dear Dr. Lewis Ferebee,

Upon receipt of your December 12, 2014 letter, the SEA has reviewed and verified your district's request to carryover *excess* funds in the actual amount of *one hundred fifteen thousand, four hundred eighty-two dollars and twenty-five cents (\$115,482.25)*. *The district's request to carryover funds in excess of 15% from 2013-2014 funds to the 2014-2015 Title I program is hereby approved.*

As a result of this action to exceed the percentage limitation for carryover, the district will not be eligible again for such a request until the 2017-2018 program year. Please note that any carryover exceeding the 15% limitation during this three-year period must be returned to the SEA.

In accordance with the law (section 1127), the district must demonstrate that 2013-2014 Title I carryover and waived funds will be expended in appropriate Title I areas. An amendment to the district's *2014-2015 Title I Application for Grant* must be submitted reflecting such changes.

We suggest that a copy of the district's letter of request and this letter of approval be appropriately filed with the *2014-2015 Title I Application for Grant* and a copy retained in the Title I Treasurer's files for purposes of audits and other reviews. Meanwhile if you have further questions regarding this guidance, please contact Hazel Beasley at 317.232-0597 or Krissi Carr at 317.232.0594.

Sincerely,

Jeffery Coyne, Director
Of Federal Relations and Grants

cc: Title I Program Administrator

George H. Fisher School #93 2016-2017 School Improvement Grant
Application
Risk Assessment Attachment



Federal and Special Programs
120 East Walnut Street
Indianapolis, IN 46204

December 12, 2014

Krissy Carr
Indiana Department of Education
South Tower, Suite 600
115 W. Washington Street
Indianapolis, IN 46204-3420

Dear Ms. Carr,

I am writing on behalf of Indianapolis Public School (IPS) to request a waiver for the excess carryover in the amount of \$115,482.25. The excess carryover was originally designated for the additional preschool classrooms for the 2013-2014 school year.

We have excess carryover funds because the staff salaries and benefits for the 2013-2014 preschool classrooms were less than originally budgeted. If the waiver request is granted, we will use the funds to support the expansion of racial equity training and additional relevant trainings that will elevate the quality of instruction within the IPS School District. In the future, Indianapolis Public Schools will closely monitor expenditures and complete necessary amendments to ensure that we stay within the carryover guidelines of 15 percent.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Bridgette Y. Robinson". The signature is written in a cursive style.

Bridgette Y. Robinson
Indianapolis Public Schools
Director of Federal and Special Programs

cc: Dr. Wanda Legrand, Deputy Superintendent

George H. Fisher School #93 2016-2017 School Improvement Grant
Application
Risk Assessment Attachment