

Appendix G: LEA Application for Each Priority School

**School Improvement Grant (I003g)
2013-2014**

LEA School Application: Priority

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

School Corporation Indianapolis Public Schools Number 5385

School Name Key Learning Community Elementary, Middle, & High Schools

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

- Turnaround
 - Restart
 - Transformation
 - Closure
-

Appendix A: Indiana's Priority Schools

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

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

LEA Application: General Information

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

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

I. Schools to be Served by LEA

Instructions:

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

School Name	Grade Span	Priority	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Anna Brochhausen School 88	K-6	x					x
2. Brookside School 54	K-6	x					x
3. Charles W. Fairbanks School 105	K-6	x					x
4. Clarence Farrington School 61	K-6	x					x
5. Elder W. Diggs School 42	K-6	x					x
6. Floro Torrence School 83	K-6	x					x

7. Francis Scott Key School 103	K-6	x					x
8. George H. Fisher School 93	K-6	x					x
9. George S. Buck School 94	K-6	x					x
10. James Russell Lowell School 51	P-6	x		x			
11. Key Learning Community Elem.	K-6	x		x			
12. Key Learning Community High School	9-12	x		x			
13. Key Learning Community Jr. High School	7-8	x		x			
14. Louis B. Russell Jr. School 48	P-6	x					x
15. Northwest Community High School	9-12	x		x			
16. Northwest Community Jr. High School	7-8	x		x			
17. Ralph Waldo Emerson School 58	K-6	x					x
18. Raymond F. Brandes School 65	K-6	x		x			
19. Riverside School 44	K-6	x					x
20. Shortridge Law & Public Policy Magnet High School	9-12	x		x			
21. Thomas D. Gregg School 15	K-6	x		x			
22. Washington Irving School 14	K-6	x					x
23. William A. Bell School 60 Reggio Academy	K-3	x					x
24. William McKinley School 39	K-7	x					x

2. Explanation if LEA is NOT Applying to serve Each Priority School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Consultation with Stakeholders

Instructions:

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

School Name: Key Learning Community **School Number:** 016, 516, 616

Stakeholder Group	Mode of Communication	Date	Explanation
Parent Meetings	Meeting	August 6-10, 2012	Meetings were held to discuss ideas for the reconstitution of Key Learning.
Parent Meeting (KLCO)	Meeting	December 18, 2012	Parents were updated on status of reconstitution and asked for further feedback.
Staff	Survey	December 2012	Staff completed a survey seeking feedback for another grant application.
Parents	Survey	December 2012	Parents completed a survey seeking feedback for another grant application.
Grant Committee	Meeting	Weekly, November 2012-February 2013	Committee met weekly to discuss school improvement ideas for other grant applications.
Instructional Leadership Team	Meeting	Weekly, May 2013-Present	Meetings to discuss areas for school improvement.

D. Collaboration with Teachers' Unions

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

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

Attached in Appendices

Assurances

Indianapolis Public Schools assures that it will:

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

Waivers

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

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

Assurances

_____ Key Learning Community _____ assures that it will
Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- _____ (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
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A. LEA Analysis of School Needs

➤ Instructions:

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

Appendix B:

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

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

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

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

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	50.8%	122	Medium	Low- poor basic literacy; inconsistent instruction
Black	52.3%	90	High	Low- poor basic literacy skills; inconsistent instruction
White	50%	8	Medium	Low- poor basic literacy skills; inconsistent

				instruction
Special Education	74.5%	38	High	High- lack of differentiation; poor implementation of supports and interventions
LEP	44.4%	8	Medium	Medium- lack of differentiation; poor implementation of supports and interventions
Free and Reduced	50%	94	High	Low- poor basic literacy skills; inconsistent instruction
Hispanic	38.5%	10	High	Low- poor basic literacy skills; inconsistent instruction

English 10-ECA

Black	44.4%	8	Medium	Medium- lack of differentiation; poor implementation of supports and interventions
Free and Reduced	50%	94	High	Low- poor basic literacy skills; inconsistent instruction
Hispanic	38.5%	10	High	Low- poor basic literacy skills; inconsistent instruction

Mathematics

Overall	60%	144	High	Low- poor basic skills; inconsistent instruction
Black	67.9%	115	High	Low- poor basic skills; inconsistent instruction
White	45%	9	Medium	Low- poor basic skills; inconsistent instruction
Hispanic	42.3%	11	Medium	Low- poor basic skills; inconsistent instruction
LEP	61.1%	11	High	High- lack of differentiation; poor implementation of supports and interventions
Special Education	64.7%	33	High	High- lack of differentiation; poor implementation of supports and interventions
Free & Reduced	60.1%	113	High	Low- poor basic skills; inconsistent instruction

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p>												
<p>Overall ISTEP+ pass rates were below target scores in 2011 and 2012. Scores decreased from 2011 to 2012 in E/LA.</p>	<p>The staff at Key Learning Community has not benefited from strategic job-embedded professional development. Professional development has not centered on research-based strategies for improving teaching. Staff members who were part of the 2012-2013 reconstitution were not given enough support or training to adequately meet the needs of all students. There have been no instructional coaches or teacher leaders who are able to provide real-time coaching and/or development for teachers.</p> <p>In conjunction with the lack of professional development, staff development has not been a key focus of the administration at Key Learning Community. The staff needs to receive professional development and coaching around the use of data. Specifically:</p> <ul style="list-style-type: none"> • The staff needs to be able to identify priority standards through the use of data. • The staff needs to be able to determine acceptable measures of student mastery <p>Additionally, the administration needs to increase the capacity of staff members to reflect on their practice. There is currently not a clear, common vision and shared language of RISE competencies. In-depth training on how to achieve highly effective status in the components of RISE is needed.</p>												
<table border="1"> <thead> <tr> <th>Mathematics</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>39%</td> <td>40%</td> </tr> <tr> <th>English/Language Arts</th> <th>2011</th> <th>2012</th> </tr> <tr> <td>Overall</td> <td>51%</td> <td>49%</td> </tr> </tbody> </table>	Mathematics	2011	2012	Overall	39%	40%	English/Language Arts	2011	2012	Overall	51%	49%	
Mathematics	2011	2012											
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<p>33% Measure--- 33% Data Anal.----40% Problem Solving--- 33%</p>	<p>Measure---50% Data Anal.----60% Problem Solving--- 17%</p>	<p>Finally, staff members will be able to better focus on instruction by creating more orderly classroom learning environments. During the 2012-2013 school year, the staff has improved reporting and recording of student discipline data. There are currently not enough supports available at Key to assist students in modifying inappropriate behaviors rather than disciplining them. The use of Positive Behavior Intervention Strategies (PBIS) will improve student on-task time and decrease the number of suspensions.</p> <p>74.5% of students identified as Special Education did not pass ISTEP+ in E/LA and 64.7% of students identified as Special Education did not pass ISTEP+ in mathematics in 2012.</p> <p>Key Learning Community has not provided appropriate individualization and differentiation, based on assessment data, to ensure the progress of students with IEPs. Due to this, the unique learning needs of these students are not being adequately met.</p> <p>Key Learning Community has not provided adequate support to special education students in the general education setting. This has caused them to not receive the interventions needed for remediating student learning gaps.</p> <p>The staff at Key Learning Community has not received the appropriate training in co-teaching models. Despite the majority of classrooms being inclusion, many of the staff members do not maximize the use of the general education and</p>
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	<p>special education teacher working collaboratively. The special education students will benefit from an increased and more deliberate collaboration amongst staff.</p> <p>The lack of technology available to students creates an additional obstacle in providing engaging differentiated instruction.</p>
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Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Student Leading Indicators

➤ **Instructions:**

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

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	64800	64800
2. Dropout rate*	0	0
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	99.1%	97.76%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	0	4, 36% of seniors
5. Number of students completing dual enrollment classes	5	5
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	After school Intersession- Extended year	After school Intersession- Extended year
7. Discipline incidents*	419	870
8. Truants	0	0

(# of unduplicated students, enter as a whole number)		
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Unsatisfactory-0 Basic-3 Proficient-16 Distinguished-1 No Evaluation-16	Ineffective- 3 Needs Improvement- 15 Effective- 14 Highly Effective- 0 No Evaluation- 0
10 Teacher attendance rate	97.5%	98.5%

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

What are key findings or summaries from the student leading indicator data?	What is at the “root” of the findings? What is the underlying cause?				
<p>Teacher effectiveness has declined from 2011 to 2012.</p> <table border="1" data-bbox="205 516 789 748"> <thead> <tr> <th data-bbox="205 516 506 548">2011-2012</th> <th data-bbox="506 516 789 548">2012-2013</th> </tr> </thead> <tbody> <tr> <td data-bbox="205 548 506 748"> Unsatisfactory-0 Basic-3 Proficient-16 Distinguished-1 No Evaluation-16 </td> <td data-bbox="506 548 789 748"> Ineffective- 3 Needs Improvement- 15 Effective- 14 Highly Effective- 0 No Evaluation- 0 </td> </tr> </tbody> </table> <p>Student discipline incidents have increased from 2011-2012 to 2012-2013. African American students and students who qualify for free and reduced lunch account for a disproportionate amount of both in and out of school suspensions.</p>	2011-2012	2012-2013	Unsatisfactory-0 Basic-3 Proficient-16 Distinguished-1 No Evaluation-16	Ineffective- 3 Needs Improvement- 15 Effective- 14 Highly Effective- 0 No Evaluation- 0	<p>There was a change in administration, as well as teacher evaluation system. The current administration has implemented the RISE rubric with fidelity, resulting in a surface-level decline in teacher effectiveness. However, teacher scores over time, from the beginning of the year to now, have steadily improved due to strategic staff development. Moving forward, the administration would benefit from further norming on the rubric, as well as training in providing targeted feedback and support. There were no readily available supports, resulting in administrators having the burden of creating and finding all next steps and follow up for teacher development.</p> <p>The administration has increased and improved consistency in reporting and recording practices for student misbehaviors utilizing 6-Step progressive discipline in 2012-2013. Teachers, however, have not received adequate training in setting up a successful classroom environment. Key Learning Community will benefit from the implementation of school-wide PBIS. Additionally, there are not enough options currently available to staff for</p>
2011-2012	2012-2013				
Unsatisfactory-0 Basic-3 Proficient-16 Distinguished-1 No Evaluation-16	Ineffective- 3 Needs Improvement- 15 Effective- 14 Highly Effective- 0 No Evaluation- 0				

Student Subgroup	# Out of School Suspension	# of In School Suspensions	
Latino	7	4	<p>teaching students replacement behaviors or the recognition of positive behaviors.</p> <p>Key Learning Community has not implemented sufficient training in cultural competence. Staff and students need to increase awareness and cultural responsiveness, thus reducing behavioral incidents and creating a more supportive learning environment.</p> <p>Key Learning Community needs to increase the support of our low-income population. Additional staffing needs to be utilized to reach out to parents and community members. A wider range of services and interventions need to be offered to students and families for dealing with the challenges associated with poverty.</p>
African American	142	134	
White	20	22	
Multi-race	10	3	
Free and Reduced Lunch	177	153	
Non Free and Reduced Lunch	2	10	

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

➤ **Instructions:**

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

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

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.	x	x	x		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		x	x		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up	x	x	x		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

assistance, mentoring, or monitoring of classroom implementation.				4	Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ul style="list-style-type: none"> 1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 			<ul style="list-style-type: none"> x x x 		<ul style="list-style-type: none"> 1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

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

What are the key findings from the self-assessment of high-performing schools?	What is at the "root" of the findings? What is the underlying cause?
<p><i>Leadership</i></p> <p>Administrators do not spend enough time giving meaningful feedback on instruction.</p>	<p>Administrators spend a significant amount of time handling school operations, including discipline, budgets, facilities management, and district reports. These operational responsibilities do not allow administrators to spend sufficient time in classrooms or focused on instruction.</p>

<p>The principal lacks the autonomy to make many staffing decisions or to decline in-district transfer of staff members.</p> <p><i>Instruction</i> Teachers do not provide appropriate levels of differentiation and supports to ensure the success of all students.</p> <p><i>Curriculum</i> The curriculum is not rigorous and accessible to students.</p>	<p>The principal is required to hire from within the district pool of staff members who have been cut due to a reduction in force. Additionally, other administrators have not followed through with support and/or progressive discipline for unsatisfactory employees. Thus, the pool of candidates is not of high enough quality.</p> <p>Staff members at Key Learning Community struggle to create and implement rigorous and relevant curriculum, as aligned to state standards. Staff members need to increase their ability to identify rigorous student outcomes and aligned measurements of student mastery through the use of Understanding by Design. Staff members need to be better able to share current student levels, through the use of mastery based grading.</p> <p>Teachers do not have access to research based interventions to support students. There is a lack of resources at Key Learning Community for teachers to utilize in reaching students of varying levels. This results in differentiation being time-consuming and unsustainable for teachers. Teachers require additional development in the selection and implementation of RTI strategies as well as the modification of instruction.</p>
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<p><i>Data- Formative Assessments</i> Data is not routinely disaggregated or used to provide differentiated supports to students.</p> <p><i>Professional Development</i> Professional development sessions are short, isolated sessions with a lack of follow-up.</p> <p><i>Cultural Competency</i> Cultural instruction is surface level and does not provide students with the opportunity to explore multiple cultural contexts.</p>	<p>Staff members at Key have not received sufficient training in the process of using data to drive instruction. Teachers need to be able to identify scaffolded skills to better determine specific breakdowns in student learning. Staff members need support in the analysis of questions and determining the skills embedded in various questions. Additionally, staff members need to learn to analyze student work to inform instruction.</p> <p>Teachers do not strategically disaggregate and utilize assessment data. Teachers and administrators have not received training on the 8-step process.</p> <p>Professional development needs to be proactively planned. Staff members have not received on-going support that includes feedback on implementation and real-time coaching. There is a lack of follow-through on implementation and application of strategies learned in professional development.</p> <p>Key Learning Community lacks trained staffs who are responsible for teacher development in areas proven to impact student achievement.</p> <p>Staff has not adequately explored their own cultural contexts. Staff does not adequately take into consideration the needs of students from varying backgrounds.</p>
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B. Selection of School Improvement Model

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

Turnaround Model	Transformation Model
Required Elements	Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
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.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
Permissible Elements
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
Permissible Elements
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

II. Selection of Improvement Model

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

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

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

Intervention model selected **Transformation**

Key Findings

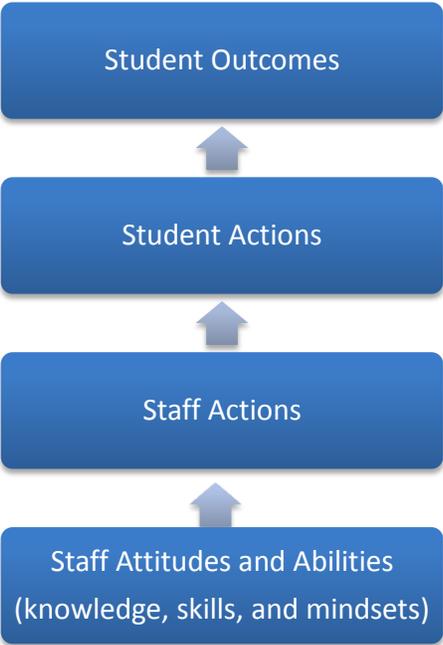
The transformation model is the most appropriate model for ensuring improved student achievement at Key Learning Community. Prioritized areas for improvement include building the capacity of all administrators and staff to reflect on data and improve instruction, improving school culture and student behavior, and increasing the ability of all teachers to meet the individual needs of students. These findings, determined after analyzing the *Student and School Data* results, *Root Causes*, and *Self-Assessment of High Performing Schools* led to our decision to select the transformation model.

School Background Information

Key Learning Community is a K-12 public school in Indianapolis with a unique history and structure. The school was founded 25 years ago around Dr. Howard Gardner's Theory of Multiple Intelligences. Key was one of the early magnet programs in Indianapolis Public Schools and was considered a progressive and successful school. As time passed, however, the school has begun to experience less success. Much of the decline in historical data correlates with changes in student population. The data indicate that the instructional program of the school must be revisited, to ensure that the staff is transforming instructional practices, enabling Key Learning Community to meet the needs of all students.

Indianapolis Public Schools recognized this need in the spring of 2012, and there have been many changes during the 2012-2013 school year. The school has new leadership and a renewed focus on student achievement. Every staff member re-interviewed for his or her position at the school. This resulted in 56% of the staff being new for the 2012-2013 school year. Due to this process, Key Learning Community now has the premiere

staff in Indianapolis. Together, the staff of Key Learning Community has recommitted to holding high behavioral and academic expectations for all students. The staff is working diligently to meet each student where they are and bring them up to grade level. The framework that has begun to guide all of the work at Key, and that will continue to be the anchor for the school, is the following academic impact model (adapted from Teach For America).



All staff has been trained and is supported in looking at all actions, decisions, and outcomes through the lens of the academic impact model. The School Improvement Grant will provide Key Learning Community with the increased resources and training needed to leverage the impact of the highly dedicated and motivated staff.

Elements of the Transformation Model

Develop Teacher and Leader Effectiveness- Replace the principal

The new principal at Key Learning Community for the 2012-2013 school year is Sheila Seedhouse. Ms. Seedhouse recently moved to Indianapolis after serving as a high school teacher and district administrator in Chicago Public Schools. Ms. Seedhouse and Ms. Susan Kertes, the assistant principal, have teamed together this year to parlay the commitment of the staff into significant transformations at Key Learning Community. Ms. Seedhouse's ability to invest others in a common vision, provide instructional leadership, and facilitate courageous conversations has resulted in significant student growth this school year. The Acuity scores of Key Learning Community are, on average, 12% ahead of where they were at the same time last year. Both Ms. Seedhouse and Ms. Kertes are eager to continue their own development through increased coaching and support available through TNTP.

Develop Teacher and Leader Effectiveness- Rigorous, Transparent, and Equitable Evaluation System

Beginning in 2012-2013 the Indianapolis Public Schools began utilizing the Indiana Department of Education's model of RISE. The RISE model complies with Senate Enrolled Act 1 states that evaluations must:

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

The administrators at Key Learning Community will receive performance management and strategy support from TNTP. TNTP will build the administration's capacity and consistency to use performance management strategies that ensure a common understanding of performance expectations and that support high quality instruction, leading to increased student outcomes.

Develop Teacher and Leader Effectiveness- Rewarding School Leaders, Teachers, and Other Staff

The process to be used to identify and reward school staff will begin with the collection of the following data:

- Student performance
- Observations

- Utilization of formative and summative assessments
- Growth in student data based on interim assessments
- Leadership capacity
- Implementation of college and career readiness
- Implementation of professional growth plans
- RISE evaluation system
- Integration of magnet theme
- IPS evaluation system

Instructional and non-instructional staff will have the opportunity to receive a stipend for success on student achievement indicators.

Develop Teacher and Leader Effectiveness- Provide high quality, job-embedded professional development

To design and execute effective job-embedded professional development, Key Learning Community will prioritize the collaboration of staff members through the use of Professional Learning Communities (PLCs). The use of PLCs will allow staff members to capitalize on each other's strengths, while ensuring the continued capacity building of all staff members. Additionally, TNTP will provide school-wide professional development to improve instruction with on-site instructional coaching and access to TNTP Academy.

Furthermore, the administration will identify five instructional leaders. TNTP will work directly with the instructional leaders on effective coaching strategies to increase the quality of instruction and improve outcomes for students. Specifically, TNTP will build the capacity of instructional leaders to:

- Assess teacher effectiveness through observation data, interim assessment data, and growth measures, and provide ongoing teacher performance analysis to school-based instructional leaders
- Provide practice-based curriculum and coaching for instructional leaders to use with teachers in skill-building sessions that are focused on critical skills aligned to development areas identified through performance data analysis
- Build school's internal capacity to sustain and replicate these supports by conducting a year-long training series for school-based instructional coaches and administration on effective coaching practices that drive teacher growth

- Implement on-site coaching sessions for instructional leaders to practice in-class coaching strategies with teachers, prepare for debrief conversations and use teacher performance data to identify key levers that are most likely to increase teachers' overall effectiveness
- Co-facilitate on-site teacher development sessions through TNTP Academy that leverage best practices of educators and align with skills that directly support the needs identified for teachers at Key Learning Community

The School Improvement Grant provides the opportunity for effective teachers to become instructional leaders. Identified instructional leaders will form the Instructional Leadership Team (ILT) for the 2013-2014. The ILT members will receive capacity building and coaching through TNTP. Key Learning Community instructional leaders will be trained on and practice a variety of strategies based on what will most rapidly improve teacher performance including:

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

The goal is to ensure instructional leaders and all staff have the capacity to ensure classroom teachers improve their practice and significantly increase student achievement.

Develop Teacher and Leader Effectiveness- Financial Incentives, Promotion, Career Growth, Flexible Work Conditions

Staff members who achieve an effective status on RISE will receive a financial incentive. Staff members will also be encouraged to further develop through the availability of scholarships for course work and conferences. Individual teacher projects, as aligned to the magnet theme of Multiple Intelligences (MI), will also be accepted and selected for funding.

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

Increasing Learning Time and Creating Community Oriented Schools- Increasing Learning Time

To allow for increased learning opportunities for all students, Key Learning Community will offer extended-learning. This time will include intense, targeted interventions provided by highly-effective instructors. Extended-learning opportunities for students at Key Learning Community will consist of the following format:

- One hour, after school- four times per week
- Two full-weeks of Balanced Calendar Intersession
- 10-15 days of summer school

Only highly effective teachers will be selected to provide extended-learning time opportunities for students. Those meeting selection criteria will be paid approved salaries to provide high quality instruction and interventions.

Based on students' performance on formative assessments (Acuity Benchmarks) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content areas for English/Language Arts and Mathematics. For students at Key Learning Community, this support will be in addition to the targeted assistance received daily during the 8-Step Process "success" periods.

Increasing Learning Time and Creating Community Oriented Schools- Family and Community Engagement

To increase student voice and student engagement in the school, the continuation of the Student Council, first established in 2012-2013, is recommended. The Student Council will be cultivated into a robust, student-led organization through which the voice of the student body is expressed. This committee will include representatives from students in grades 5-12. Students will develop a strategic plan and receive leadership development. Staff members will be charged with overseeing and guiding this student group.

Additionally, students will be provided with the opportunity to select a quarterly Multiple Intelligence Focus (MI Focus). The MI Focus, as piloted in 2012-2013, will provide parents and students with an opportunity to partner and select an area of study. Students will participate in a daily intensive study of a topic or intelligence area that is of particular interest. Parents will be invited to participate in these learning opportunities with the students. At the culmination of each quarterly MI Focus class, there will be a family and community MI Focus Festival. These festivals will allow students to display their work from the focus class for family and friends. These events will also serve as an opportunity for the community and families to further engage and participate in the exploration of the multiple intelligence areas.

The concerted effort to better engage Key parents and families as critical components to the success of all students will continue in other areas, as well. A parent planning and support group has been initiated with the purpose of planning school initiatives that best encourage, expand and support

learning for students and their families. The parent group meets monthly to plan support programming reflective of the needs of our students and their families. All of the planned supports include links to each of the different intelligence areas. The parent organization will also work closely with a full time community liaison, who will be brought onto staff. This person will be a CDL-licensed driver, which allow us to provide transportation, as needed, for parents. The parents, along with the community liaison and staff, will work toward designing and implementing the following ideas:

- a. Training for parents to become active tutors and assistants within the school day via an expedited process for safety background check
- b. Work with the specialist teachers to create a family focused programming around improved instructional outcomes and incorporating the multiple intelligences
- c. Provide parents with the opportunities to take MI Focus classes side-by-side with their students
- d. Increased access to counseling and community resources for families
- e. Provide transportation to and from school for parents who encounter obstacles with transportation
- f. Enhance and grow the family academic resources within our Parent Community Resource Room for parents to utilize in assisting their students
- g. Organizing family trips to museums, cultural institutions, and sporting events in our city to explore the various areas of intelligence
- h. Hold quarterly Multiple Intelligence Focus Festivals where all family and community members are invited to see students' display work from their strength areas
- i. Offer incentives for active parent and community involvement

Comprehensive Instructional Reform Strategies- External Provider

Key Learning Community has selected TNTP as an external provider. TNTP will work with administrators and staff at Key Learning Community in a 12-month proposed partnership to provide a comprehensive suite of performance management and instructional leadership supports. This partnership will include developing school leaders' capacity to collect accurate evaluation data and deliver meaningful feedback to teachers, implementation of strategies to improve the school's instructional culture, and intensive training for school-based instructional leaders that will develop the school's capacity to increase teacher effectiveness long-term.

TNTP strives to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 49,000 teachers - mainly through its highly selective Teaching Fellows programs - benefiting an estimated 8 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, including *The Widget Effect* (2009), *Teacher Evaluation 2.0* (2010) and *The Irreplaceables* (2012). Today TNTP is active in more than 25 cities, including 10 of the nation's 15 largest.

Comprehensive Instructional Reform Strategies- Improved core curriculum, differentiation, and school-wide systems

All teachers will continue to implement instructional plans designed using **Understanding by Design**. This framework supports the adoption of the Common Core Standards across all content areas, and clarifies for teachers the process of planning learning goals, assessment pieces, and effective learning activities. Proven student and school performance gains have been achieved with regular review of results and data, as well as student work. Two studies in the Chicago Public Schools, conducted by the Consortium on Chicago School Research showed strong empirical support that the instructional planning approach utilized by teachers influenced how much students learn in both reading and mathematics. In addition to the student and school academic improvement, the **Understanding by Design** framework benefits educators by requiring collaborative instructional design, sharing and peer review and critique of their units of study. The researchers Smith, Lee, and Newmann (2001) found that the type of instruction planned within the **Understanding by Design** framework enhanced the student achievement as evidenced by assessment of student understanding. This instructional design framework has been adopted by many school districts throughout the United States.

With professional development support along with administrative and peer review, the **Understanding by Design** framework will be further implemented with fidelity having the ultimate goal being increased student achievement. The use of Understanding by Design for curriculum planning ensures that students will get well planned delivery of instruction that begins with the end in mind, intentionally addresses common core standards, and has the flexibility to meet the academic needs of the students. All of our staff is currently in the beginning stages of implementation of unit plans designed using the UbD model. Through backwards designed units, English Language Arts skills will be explicitly taught so that students become experts in reading and discussion of both non-fiction and fiction texts. Math skills will be taught and reinforced across the curriculum. All teachers will intentionally build instruction that aligns to the power standards for each grade levels. In addition, teachers will be flexible in order to meet the constantly changing needs of the students as evidenced by the teacher's examination of current and accurate data. Coupled with the menu of instructional strategies and materials that each teacher possesses, the students will learn in an enriching and stimulating environment.

Additionally, Key Learning Community will transition to a standards based grading system. Through the development of high quality assessment tools in the Understanding by Design units, teachers will authentically assess the learning of students using a standards based grading system. As discussed by Tomlinson and McTighe, when educators first define what student success looks like and then provide feedback on the level of success, it better meets the needs of all students (2006, pg. 130). A standards based grading system will ensure that all students receive concrete feedback on what level of mastery they have achieved on each objective. Furthermore, teachers will be able to utilize this information to best meet

the varying needs of individual students when planning and designing their units. The differentiation for student learning will be greatly improved, as well as the ability to identify students who need increased interventions. The ability for this information to be shared as students progress through the grade levels will enable teachers to start planning for individual student needs and differentiating from the beginning of the year. This will ensure that we maximize the instructional time throughout the school year. Standards based grading provides clarity to parents and families, as well. Parents will receive concrete information on what skills each student has mastered, and where they need to spend additional time focusing.

Furthermore, TNTP will provide training for the improved analysis of the data that becomes available through standards based grading. Accurate, robust performance data will help instructional leaders and administrators move beyond simple one-on-one development and identify sub-groups of teachers who need increased support. This allows for targeted development opportunities, as well as smarter decisions about resource allocation.

PBIS will also be utilized to increase the overall time on-task. PBIS is an evidence-based strategy that allows schools to design and develop school-wide systems that proactively teach students appropriate behaviors. The systems and structures introduced through PBIS increase academic achievement by creating a positive school culture that has been proven to allow more time on-task, fewer discipline referrals, and improved attendance rates. PBIS teaches and supports positive student behaviors rather than rewarding and maintaining problem behaviors as some punishments do (Gresham 1991; March & Horner 2002), PBIS focuses on decreasing rates of problem behaviors in classrooms, hallways, playgrounds, cafeterias, and other non-classroom settings by improving the systematic and consistent use of active supervision, preventative teaching, positive feedback and reinforcement, and social skills instruction (Colvin et al., 1997; Costenbader & Markson, 1998; Leedy et al., 2004).

Provide Operational Flexibility and Sustained Support- Operational Flexibility

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

Provide Operational Flexibility and Sustained Support- Technical Assistance and Support

Through the resources provided under the SIG grant, Indianapolis Public Schools (IPS) enters into a multi-year plan to turn around its persistently lowest-achieving schools. District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal. Supporting the school is Mrs. Yvonne Rambo, is currently in her second year as the Director of Turnaround Schools. Mrs. Rambo guides and directs the Turnaround Office, which consists of one (1) content specialist and one (1) data specialist. Additionally, Mrs. Joan Harrell, the Executive Director of Elementary Education, will offer support and assistance.

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

Key Learning Community, in partnership with TNTP and Indianapolis Public Schools, and with support from PBIS Indiana, will target three primary goals to ensure the transformation model creates change. These three interconnected work streams will improve the academic outcomes for students at Key Learning Community.

Primary Goal I: Build Capacity of Staff

Administrators

- Collaborative strategic planning
- Establish and invest others in a rigorous, shared vision
- Coaching on accurate teacher performance ratings and delivering actionable, high-quality feedback
- Development of a common understanding of performance expectations

Instructional Leaders

- Coach on delivering actionable, high-quality feedback
- Develop ability to utilize performance assessment data to drive decisions
- Provide strongest teachers with increased responsibilities

All Staff

- Promote staff reflection
- Improve understanding of common RISE language for reflection on practice
- Provide framework for reflecting and using data to drive instructional decisions
- Participate in differentiated, job-embedded professional development
- Train staff in Understanding by Design and mastery based grading

Primary Goal 2: Improve School Culture

Family and Student Culture

- Implement PBIS, including clear school-wide expectations, positive recognition, and consistent consequences
- Improve programming for replacement of inappropriate behaviors
- Develop student leadership through Student Council
- Provide choice and parent involvement through the incorporation of MI Focus classes
- Foster partnerships with family and community members via a Community Liaison

Staff Culture

- Provide feedback on and recognize positive performance, as aligned to RISE and performance evaluations for non-teaching staff
- Increase and improve cultural competence training for all staff members
- Provide increased opportunities for pursual of professional development
- Encourage incorporation of and recognize multiple intelligence areas through project funding

Primary Goal 3: Increase Support for All Students

Instructional Time

- Increase instructional time with extended day, summer school, and intercession
- Improve time on-task with improved support for classroom management

Use of Data

- Train staff in analysis and application of high quality data
- Create student data folders
- Implement data-driven decision making model

Differentiation Strategies

- Increase access to research-based intervention strategies
- Improve co-teaching models
- Provide coaching from special education experts on improving classroom instruction

Focusing on these three primary goals, in conjunction with the academic impact model, will ensure that all members of the staff improve their practice and significantly increase student achievement.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
<p>1. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>	x		<p>District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. The budget is aligned to the requirements of the Transformation model.</p> <p>See Attached Budget</p>
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>	x		<p>Resources required supporting full and effective implementation of the transformation interventions are carefully calculated and calibrated in each budget line item.</p> <p>See Attached Budget</p> <p>*Mrs. Yvonne Rambo, Director of Turnaround Schools *Sheila Seedhouse, Principal of Key Learning Community School *Turnaround Office Curriculum Support *Interventionist/Specialist Job Description</p> <p>See Attached Resumes & Job Descriptions</p>

<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>	<p>x</p>		<p>Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.</p> <p>See Attached Budget</p>
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	<p>x</p>		<p>The proposed annual budget is under two million per school and exceeds \$50,000.</p> <p>See Attached Budget</p>
<p>Capacity Task</p>	<p>Yes</p>	<p>No</p>	<p>District Evidence</p>
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	<p>x</p>		<p>For the 2013-2014 academic year, IPS will apply for the SIG 1003(g) at six (6) of the 21 schools on the Priority List See rationale.</p>
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal 	<p>x</p>		<p>The selection of External Partners, funded staff, extended-time initiatives, incentives for staff and students, professional development, one-on-one technology and every component proposed within this grant application are directly linked to the improvement of student academic achievement.</p>

identified in the SIG application <ul style="list-style-type: none"> Funding supports the schools current capacity to improve student achievement 			
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Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. <i>All models</i> <ul style="list-style-type: none"> <i>Data portfolios of incoming staff/leaders</i> <i>Highly Qualified in content of contractual agreement</i> <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	x		<p>The district, school staff and external experts have the credentials and demonstrated track record to successfully implement the Transformation Model components.</p> <p>While their roles and expertise have been previously described, within the Appendices section of this proposal, resumes are attached for key district (Turnaround Director and specialists), and school principals at the end of the grant.</p> <p>Beyond the expertise of turnaround staff and relevant systems of support, the district also has demonstrated its ability to implement the Transformation/Turnaround Model through its 2010-13 experience in four SIG-approved schools: George Washington and John Marshall Community High Schools (IPS Phase III Schools), Harshman Magnet Middle School (Phase II), and Broad Ripple Magnet High School (Phase I).</p>

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	x	<p>Teacher Commitment Letter All teachers at IPS-SIG funded schools will sign a commitment letter that includes the necessity to participate in a collaborative planning on a weekly basis, attend the summer staff retreat, and provide extended time for learning. The principal has assembled a group of team players (ILT) who are proud of their school, accountable for their students, and willing to go the extra mile to ensure all are learning. In return, staff qualifies for financial incentives and possible career advancement.</p>
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<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	x	<p>See Chart Below</p>
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Stakeholder Group	Mode of Communication	Date	Explanation
Parent Meetings	Meeting	August 6-10, 2012	Meetings were held to discuss ideas for the reconstitution of Key Learning.
Parent Meeting (KLCO)	Meeting	December 18, 2012	Parents were updated on status of reconstitution and asked for further feedback.
Parents	Survey	December 2012	Parents completed a survey seeking feedback for another grant application.

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	x		<p>Strategic Plan of the IPS Board for 2010-2015</p> <p>The Strategic Plan of the Indianapolis Public School Board for 2010-2015 school years includes rigorous and urgent student achievement data points for each school and for the district based on the accountability factors in the waiver to No Child Left Behind and Public Law 221.</p> <p>Throughout this school year, the Education Committee of the School Board has had comprehensive briefings by our (superintendent) and our (associate superintendent) regarding the turnaround process for IPS schools. Existing turnaround principals have been asked to present audit findings and state visit findings to this committee, along with their action plans to respond to deficits in student achievement.</p> <p>The Board has requested and received monthly updates from the Associate Superintendent regarding the turnaround process, including all components from staffing to instructional programs and strategies. Annual Board Retreats and monthly Board Executive Meetings with our superintendent also enable continuous updates relevant to turnaround schools.</p> <p>See Attached School Board Letter</p>

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	x		<p>Armed with the level of urgency to escalate student outcomes, our Superintendent has directed the top level cabinet personnel to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools.</p> <p>Updates and progress checks on the transformation school is an agenda item at the Superintendent's Cabinet meeting weekly.</p> <p>The creation of an IPS Turnaround Office and the creation of the Director of Turnaround Schools position is further evidence of that support.</p>
Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	x		<p>Teacher Union Assurance</p> <p>During the superintendent's monthly Professional Relations Group meeting, the teachers' union leadership team members have been informed regarding the various types of school improvement models and the list of schools qualifying for the models.</p> <p>Prior to each School Board's Executive Meeting, SIP/SAG meetings are held for district officials, principals, teachers and union representatives to discuss Board</p>

		<p>items. These meetings have served as a vehicle for providing continuous transformation school/SIG grant updates, as these have been ongoing Board discussion topics.</p> <ul style="list-style-type: none"> • IEA/IPS collaboration continues on the teacher evaluation process and ramping up support for teachers needing assistance • District Content Directors work collaboratively with IEA membership in planning and implementing professional development, including work with moving toward pacing and use of Common Core Standards • IPS collaborated with IEA during the turnaround staffing reconstitution process <p>As demonstrated in the attached Letter of Support (in the Appendices), the union leadership team has indicated their awareness of SIG requirements under the Transformation Model and support the implementation of the operational flexibly enabled through this model.</p> <p>See Attached Letter from Union Representative</p>
<p>13. The district has the ability to recruit new principals. <i>Turnaround, Transformation Models</i></p>	<p>x</p>	<p>There are no limitations within Indianapolis Public Schools restricting principal searches to a designated region. Candidates may be pursued internally and</p>

<ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 		<p>externally through all avenues commonly used by other Indiana school districts.</p> <p>IPS responded to the recommendation made by the fall 2009 AdvancedED NCA Accreditation visitations team to have a <i>Leadership Succession Plan</i> for the superintendent, deputy and associate superintendents, assistant superintendents, and principals. Within that plan, the IPS Leadership Continuum includes three layers (progressive steps for leadership development):</p> <p>I. The <i>Leadership Identification and Development (LID)</i> program. Through a competitive process, this two-year program supports leadership growth of aspiring turnaround urban leaders. Our turnaround principal will identify future leaders (exemplary teachers) who will be released once per month (for the entire day) to engage in turnaround research, implementation and shadowing successful turnaround principals. Each month, half of the LID professional development day will be devoted group instruction, strategic planning, research about effective turnaround practices and discussion. The second half of the day will involve shadowing experiences, followed by group debriefing and reflection. Newly-identified turnaround principals are well-aware of LID cohort teachers and knowingly recruit exemplary</p>
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		<p>participants from this cohort of aspiring leaders to serve in the SIG turnaround school as <i>Instructional Leadership Team</i> members (influencers).</p> <p>2. The Principal/Leadership Academy program provides searches to a monthly, hands-on session with new and aspiring principals. These monthly sessions support the leadership development of current assistant principals. Through the Academy, practicing principals and central office leaders support assistant principals as they work through a wide range of topics, such as: instructional supervision issues; data-management strategies; student engagement; student safety and crises management. Here, they also learn how to navigate IPS central office systems and meet and network with district operational leadership.</p> <p>3. The Principal/Leadership Practitioners program identifies two-to-four principals to shadow top district leaders, once a week, to gain practical experiences and receive leadership coaching and mentoring experiences. These individuals are hand-selected and fully-released from a specific school assignment for one year. They shadow exemplary principals (a different principal each semester) and serve as the</p>
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		<p>substitute principal when the site principal out of the building for an extended period. They have access and opportunities to work closely with district leadership—including the superintendent.</p> <p>Externally, we are encouraged by the promising efforts of a recruiting project initiated last year. The district entered into a partnership with Teach for America Fellow Group and enlisted its first recruit into IPS leadership ranks (assistant principal) in August 2010. The recruit attended the New School Leader Academy at Columbia University, last fall, with a combined major study of MBA and Educational Leadership. She is now in her second year of the Columbia program and we are extremely pleased with this partnership and its potential for urban leadership development within our district. Based on our initial experience, this partnership is being expanded through negotiations with Teach for America. With shared funding between IPS and TFA, we hope to hire up to five more assistant principals.</p>
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Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	x		<p>For the 2013-2014 academic year, IPS is entering Phase III of its multi-year plan to implement a School Improvement Model in its highest needs schools. District administrators have been monitoring the performance of individuals under consideration as replacement principals for turnaround schools. Competencies were identified as to the skill set needed for successful leadership at a turnaround school.</p> <p>In January 2012, with the approval of the IPS Board of Education, Superintendent White publicly announced the appointment of the new turnaround principals.</p> <p>The detailed description of the recruitment and selection process for the turnaround principal is provided at the end of Section E of this proposal.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> 	x		<p>See Timeline Attached Below</p>

<ul style="list-style-type: none"> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 			
Implementation Timeline			
<i>Time Period</i>	<i>Tasks</i>		<i>Lead and Key Partners</i>
July/August	<ul style="list-style-type: none"> • TNTP begin detailed planning process with ILT • Complete hiring of faculty and staff <ul style="list-style-type: none"> ○ Community liaison: Hire a classified staff member to oversee the components of improving family and community relations ○ Mini-bus operator: Hire a classified staff member to oversee the operation of the mini-bus and to work in conjunction with the community liaison to increase family involvement ○ Project manager: Hire a full-time project manager to oversee the implementation of the grant, including calendars, data reports, and budgets ○ Special education interventionist: Hire a certified special educator to provide coaching around special education instruction, including co-teaching, differentiation, and implementation of 		TNTP Principal Assistant Principal

	<p>interventions</p> <ul style="list-style-type: none"> ○ School data coach: Hire a certified staff member to work with all staff members in building their capacity to analyze student data and use it to drive decisions • Complete selection of ILT members and attend summer training with TNTP • Staff Retreat to complete vision and goal setting for the year; begin implantation of PBIS; receive RISE training • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) • Daily monitoring and feedback from principal and coaches on Learning Walks • Administer baseline assessments and analyze data 	<p>Principal, Assistant Principal, TNTP</p> <p>Principal, PBIS Indiana, TNTP</p> <p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p> <p>Coaches, Principal, TNTP</p> <p>Coaches, ILT</p>
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	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	Turnaround Director and the Turnaround Team
September	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended- 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p> <p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p>

	<p>time learning opportunities</p> <ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>Principal, ILT, Coaches</p> <p>Turnaround Director and the Turnaround Team</p>
October	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p> <p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p>

	<ul style="list-style-type: none"> • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Attend training over fall break on cultural competence and differentiation of instruction • Utilize data to plan and implement extended-time learning opportunities • Execute one-week of targeted intersession for students over the Fall Break • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>ILT, TNTP</p> <p>Principal, Instructional Staff</p> <p>Principal, ILT, Coaches</p> <p>Principal, ILT</p> <p>Turnaround Director and the Turnaround Team</p>
November	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p>

	<ul style="list-style-type: none"> • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p> <p>Turnaround Director and the Turnaround Team</p>
December	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p>

	<ul style="list-style-type: none"> • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p> <p>Turnaround Director and the Turnaround Team</p>
January	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p>

	<p>by TNTP)</p> <ul style="list-style-type: none"> • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p> <p>Turnaround Director and the Turnaround Team</p>
February	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p>

	<p>coaching/modeling by ILT members (as trained by TNTP)</p> <ul style="list-style-type: none"> • Administer mid-year assessments (Acuity, Dibels, Benchmarks) and analyze data • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>ILT, Coaches</p> <p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p> <p>Turnaround Director and the Turnaround Team</p>
March	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p>

	<p>family and community member</p> <ul style="list-style-type: none"> • Execute one-week of targeted intersession for students over the Spring Break • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities • Administer ISTEP+ • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>Principal, ILT</p> <p>ILT, Coaches, TNTP</p> <p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p> <p>Principal, Instructional Staff</p> <p>Turnaround Director and the Turnaround Team</p>
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April	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities • Monthly Process Check: Process checks to monitor the implementation of all components 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p> <p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p> <p>Turnaround Director and the Turnaround Team</p>

	of the grant by the Turnaround Office	
May	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>ILT, Coaches, TNTP</p> <p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p> <p>Turnaround Director and the Turnaround Team</p>

June	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) Meetings meets weekly to monitor the progress of the transformation • KLCO (parent group) meets monthly to oversee and champion transformation; works to engage family and community member • Determine financial incentives for staff members who achieve goals • Coaching/Modeling/Monitoring: Daily coaching/modeling by ILT members (as trained by TNTP) • Daily monitoring and feedback from principal and coaches on Learning Walks • PLCs have weekly job-embedded PD that focuses on the use of data, differentiation, and RISE training • Leadership training for ILT and coaches on providing actionable feedback and appropriate follow through • Utilize data to plan and implement extended-time learning opportunities 	<p>ILT, TNTP</p> <p>Principal, Community Liaison</p> <p>Principal</p> <p>ILT, Coaches, TNTP</p> <p>Coaches, Principal, TNTP</p> <p>Principal, ILT, Coaches</p> <p>ILT, TNTP</p> <p>Principal, ILT, Coaches</p>

	<ul style="list-style-type: none"> Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office 	Turnaround Director and the Turnaround Team
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Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <i>Professional Development sign in sheets aligned to SIG funded PD</i> <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 	x		<p>District staff has a high level of expertise and successful experience in research, and implementing the selected model as described below:</p> <p>The Turnaround Office (Director/Certified Specialist in DATA/ELA/Special Ed) has been created at the IPS District Office and is supported by the Curriculum & Instructional Accountability Division. Onsite visitation each week to monitor and support initiative implementation will be conducted by the Turnaround Office Specialist and Director of Turnaround Schools, with monthly process checks at the school site.</p> <p>In January 2011, a district-funded Turnaround Office was established for Indianapolis Public Schools. The Turnaround Director, Yvonne Rambo—selected as the 2010 National Middle School Distinguished Educator of the Year, was reassigned to this position. An experienced school leader, she fully understands the needs of high-poverty,</p>

		<p>low achieving schools and has demonstrated her effectiveness in turning around school performance. (Her resume is attached in this proposal). To support the everyday needs of the turnaround principal and staff, highly-effective district-funded Specialists have been assigned to the Turnaround Office, including: Special Education Specialist and E/LA Specialist. A Data Specialist is also assigned to work specifically in support of turnaround schools.</p> <p>The Turnaround Director and turnaround principals report directly to the Interim Superintendent, Dr. Peggy Hinckley. The turnaround director has the knowledge, determination and the authority to be responsive to issues that can impede success—particularly as they relate to personnel issues (hiring and firing of staff). They also play an integral and ongoing role in the selection of and work provided by contracted External Partners.</p>
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			<p>All teachers at IPS-SIG funded schools will sign a commitment letter that includes the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provided extended time for learning. The principal has assembled a group of team players who are proud of their school, accountable for their students, and willing to go the extra mile to ensure all are learning.</p> <p>In return, staff qualifies for financial incentives and possible.</p> <p>Prior to development of priorities for this year, multiple community meetings were held in August and again December. At this meeting, current progress was shared, and the team sought feedback for further improvements. Additionally, the staff and parents were sent a survey in December, seeking additional feedback.</p>
<p>Capacity Task</p>	<p>Yes</p>	<p>No</p>	<p>District Evidence</p>
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 	<p>x</p>		<p>The following document aligns federal, state, and local funding sources.</p> <p>See Chart Below</p>

Instructional Leadership Team	SIG
Acuity Predictive Benchmarks	District
Instructional Leaders	SIG
Special Education Interventionists	SIG
Project Manager	SIG
PDSTs	SIG
Behavior Specialist	SIG
Technology Assistant	SIG
Technology Support: student laptops, graphing calculators, etc.	SIG
Professional Development: monies for summer PD, after school...	District, Title I, Title 2A, SIG
IPS Data Warehouse	District
External Provider: TNTP, PBIS Indiana	SIG
District Turnaround Office	Title 2A
K-12 Curriculum Support (facilitators)	District, Title I Title 2A
Interession Coordinator/Staff	SIG
Summer School Coordinator/Staff	SIG
Summer Retreat (PD)	SIG, Title I, Title 2A
Curriculum Development Stipends	SIG
Teacher Leader Incentives & Compensation for Extended Time Learning	SIG
Student Incentives	SIG
Turnaround Team	Title 2A

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> 	<p>x</p>	<p>Expanded Learning Time as described below.</p> <p>As a transformation school, Key Learning Community will extend learning time for students. Using SIG funding, we will add two additional hours per day, four days per week, 27 weeks per year to the school day. IPS has recently changed its</p>
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<ul style="list-style-type: none"> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 		<p>school calendar to permit Intersessions after the first and third nine-week quarters. These Intersessions will be ideal for providing intensive interventions to Tier 2 and 3 students needing extra time and instruction to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. Students in Tier 1 will be provided with opportunities to continue to advance their mastery.</p> <p>Each Intersession will consist of five days—up to 7 hours per day. IPS will also provide a three (3) week Summer Session.</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p>	<p>The Indianapolis Public Schools is committed to supporting Key Learning Community throughout the implementation of the transformation model that will ensure that all students are provided a comprehensive opportunity to demonstrate academic success.</p> <p>Our district has analyzed the <u>student and school data</u>, <u>student leading indicators</u>, and the <u>self-assessment of practices for high performing schools</u> and agree that applying the proposed School Improvement Transformation Model will allow Key Learning Community to successfully sustain a supportive learning environment after the SIG funding period ends as a result of capacity building.</p> <p>IPS has given its priority schools organizational flexibility, and will continue that flexibility with the staff of Key Learning Community. IPS has provided the right people to affect the transformation.</p> <p>Equipped with Predictive Benchmark Data, SRI reports, and data reports provided through the IPS data warehouse and Turnaround Team, Key Learning Community can sustain the effective use of data to plan instruction that will assist them in meeting their goals and allow IPS to closely monitor their success.</p>

<p>(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>Key Learning Community will identify key instructional leaders to become part of the Instructional Leadership Team (ILT).</p> <p>ILT members will receive monthly coaching, with a target of monthly one on one time with a coach (as well as weekly facilitation of ILT meetings) for every leader to ensure continued capacity building.</p> <ul style="list-style-type: none"> ○ Assess teacher effectiveness through observation data, interim assessment data, and growth measures, and provide ongoing teacher performance analysis to school-based instructional leaders ○ Provide practice-based curriculum and coaching for instructional leaders to use with teachers in skill-building sessions that are focused on critical skills aligned to development areas identified through performance data analysis ○ Build school’s internal capacity to sustain and replicate these supports by conducting a year-long training series for school-based instructional coaches and administration on effective coaching practices that drive teacher growth ○ Implement on-site coaching sessions for instructional leaders to practice in-class coaching strategies with teachers, prepare for debrief conversations and use teacher performance data to identify key levers that are most likely to increase teachers’ overall effectiveness ○ Co-facilitate on-site teacher development sessions through TNTP Academy that leverage best practices of educators and align with skills that directly support the needs identified for teachers at Key Learning Community <p>A Project Manager will oversee the submission of all data/forms to IPS, IDOE, and/or USDE in accordance to timeline. The Project Manager will regularly ensure that documentation of meetings and communications are accurate, preserved, and filed in a timely manner.</p>

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>The decision to work with TNTP at Key Learning Community comes from the successes we have witnessed at another of our high school (BRMHS) over the past two years.</p> <p>The ongoing improving data from BRMHS continues to show that they are on a significant improvement path to success due to these partnerships. This is the vision we also want to share with Key Learning Community.</p> <p>Thus the recommendation from IPS is that we expand the partnership with TNTP to work with Key Learning Community for the 2013-2014 school year. The Key Learning Community partnership will be similar in procedural matters, but tailored individually to the needs of Key Learning Community staff and students.</p> <p>IPS & TNTP recommend building upon the success and momentums established from the progress made at Key Learning Community. The academic impact model will continue to be the framework through which all obstacles are addressed.</p> <p>Emphasis will be place on the following targets/needs:</p> <ul style="list-style-type: none"> • Building staff capacity • Improving school culture • Increasing the ability of all staff to meet individualized student needs <p>Based on these targets/needs, we would recommend including the following key focus activities for Key Learning Community.</p>

<p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>Proposed Scope of Work for Partner Initiative from TNTP ~ Potential Improvement Strategies:</p> <p>I. Key Learning Center's school leaders will increase their capacity to use performance management strategies that support higher quality instruction and lead to increased student outcomes, by working closely with TNTP coaches on the following objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly, school-based coaching for administrators and instructional leaders focused on generating accurate teacher performance ratings and high quality, actionable feedback for teachers that gives them concrete guidance on how to improve. <input type="checkbox"/> Twice-monthly, school-based performance management trainings for participating school leaders to norm on the evaluation rubric, and train them in best practices such as differential retention and utilizing critical teacher performance and student outcomes data to drive teacher development and human capital decision-making. <input type="checkbox"/> Each semester, administer TNTP's Insight which has been proven to predict the retention of top performers, provide baseline data on the instructional culture in each building and develop a road map for creating a better environment for teachers. <input type="checkbox"/> Continuously develop resources and strategies that school leaders will implement to ensure teachers have a common understanding of performance expectations and view feedback and coaching as mechanisms that help them improve student outcomes. <p>II. Key Learning Center's instructional leaders will develop their ability to implement effective coaching strategies that increase the quality of classroom instruction and improve outcomes for students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Through their work with a TNTP instructional coach, develop skills to assess teacher effectiveness through observation data, interim assessment data, and growth measures, and provide ongoing
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	<p>teacher performance analysis to school-based instructional leaders.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receive and implement a practice-based curriculum and coaching for school leaders to use with teachers in skill-building sessions that are focused on critical skills aligned to development areas identified through performance data analysis <input type="checkbox"/> Build internal capacity to sustain and replicate these supports by participating in a year-long training series for school-based instructional coaches and administration on effective coaching practices that drive teacher growth. <input type="checkbox"/> Weekly, on-site coaching sessions for instructional leaders to practice in-class coaching strategies with teachers, prepare for debrief conversations and use teacher performance data to identify key levers that are most likely to increase teachers' overall performance ratings. <input type="checkbox"/> Co-facilitate regular teacher development sessions through TNTP Academy that leverage best practices of educators like Doug Lemov and his <i>Teach Like a Champion</i> techniques, and align with skills that directly support the needs identified for teachers at Key Learning Center. <p>Evidence of Impact</p> <p>As a lead partner assigned by the Indiana Department of Education since January 2012, TNTP has been supporting George Washington Community High School and Broad Ripple Magnet High School to ensure teacher evaluations are more accurate and used to improve school-wide performance. In October 2012, Broad Ripple Magnet High School learned that its overall grade had risen from “F” to “B” in one year. When interviewed, principal Michael Akers cited TNTP’s supports as one reason for the school’s dramatic improvement. TNTP also led a district-wide training series for all school administrators to help ensure IPS’ new evaluation system is implemented accurately and used as a mechanism to improve teacher performance. 99% of all participants agreed that the sessions increased their consistency on the RISE rubric through practice evaluations. Additional results from TNTP’s work in</p>
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	<p>Indianapolis Public Schools includes the following:</p> <ul style="list-style-type: none"><li data-bbox="730 337 1524 428">☐ 100% of administrators surveyed at both schools “agreed” or “strongly agreed” that TNTP’s services have improved their ability to evaluate and provide feedback to teachers<li data-bbox="730 435 1524 493">☐ At Broad Ripple, the number of teachers indicating that expectations at their school are clearly defined rose 18 points compared to June 2012<li data-bbox="730 500 1524 591">☐ At Broad Ripple, 76% “agree” or “strongly agree” that tracker performance of students toward measurable goals; this represents an 18 point increase from June 2012<li data-bbox="730 597 1524 688">☐ At George Washington, the number of teachers indicating that they understand the criteria used to evaluate their performance rose 13 points compared to June 2012
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p>	<p>IPS Academic Support</p> <p>Beginning with the 2013-2014 academic school year, all content teachers in the priority schools are accountable for:</p> <p>(a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards;</p> <p>(b) administering quarterly assessments (Predictive/Benchmarks);</p> <p>(c) using formative assessment results to adjust instruction and provide targeted interventions;</p> <p>(d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices</p> <ul style="list-style-type: none"> • Indiana Academic Standards will be taught and maintained (periodically revisited) using the Instructional Calendar (pacing) covering Instructional Cycles across the school year. • Within each cycle, identified standards will be taught with Benchmark assessments administered as per the IDOE window timeline. Five daily lessons prepare students for the Benchmark assessments. • Disaggregated results are back to teachers within 24 hours of the completion of the assessment by the students. Benchmark data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills. • These predictive assessments gauge students' progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments. • 8-Step Process: As part of the 8-Step Process, Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze Benchmark results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods.

<p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>Each new Instructional Cycle introduces new indicators and reviews previously taught standards. IPS has changed the school calendar so that students attend in nine-week blocks that are followed by intersessions which will allow Key Learning Community students to continue learning year round. Extended Learning opportunities through Intersession and Summer Session instruction will be provided in core academic subjects by certified teachers; instructional approaches will vary according to student needs.</p> <p>The Director or members of the Turnaround Team will be onsite at Key Learning Community regularly to monitor the progress of the transformation model.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>The IDOE will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; 	<p>Creation of the Director of Turnaround Schools</p> <p>The Turnaround Officer, Mrs. Yvonne Rambo also became the Director of Turnaround Schools in the Spring ‘11. Mrs. Yvonne Rambo signals the district’s commitment to supporting the important work of this school improvement initiative. She created a team to assist in the work.</p> <p>While priority principals are charged with making significant achievement rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.</p> <p>Principals at SIG funded schools have increased flexibility—not available to other schools—that give priority principals the authority to remove ineffective teachers (across the school year) and the Turnaround Director will enable the responsive action needed to enact necessary changes.</p> <p>Throughout the SIG grant period, the Turnaround Director and her team will work closely with the Principal and the external providers to support identified leadership and instructional improvements needed to positively impact the work of priority schools to dramatically increase student achievement.</p> <p>Resumes are attached for Mrs. Yvonne Rambo and her team, Kathy Ducote and Patt Elff.</p> <p>New Evaluation and Documentation System: RISE</p> <p>Beginning in the 2012-2013 academic year, the Indianapolis Public Schools utilized the Indiana Department of Education’s new model evaluation and development system, RISE. It will continue as the evaluation tool for 2013-2014.</p>

<p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically.</p> <p>RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: www.riseindiana.org)</p> <p>The RISE model complies with Senate Enrolled Act I that evaluations must:</p> <ul style="list-style-type: none"> • Be annual: Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis. • Include Student Growth Data: Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures. • Include Four Rating Categories: To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling. <p>• There are four summative rating levels in RISE. Highly Effective Effective Improvement Necessary Ineffective</p> <p>Highly Effective: Consistently exceeds expectations for professional practice, student achievement, and professional contribution to the school corporation.</p> <p>Effective: Consistently meets expectations for professional practice, student achievement and professional contribution to the school or contribution.</p>
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	<p>Improvement Necessary: Room for growth in professional practice, student achievement and professional contribution to school or corporation.</p> <p>Ineffective : Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation.</p> <p>Evaluators use the Teacher Effectiveness Rubric to rate a teacher at the end of the year using a four step process. The last two steps convert domain ratings to a final, overall Professional Practice rating.</p> <p>Each of the three possible measures of student learning will receive a 1 – 4 rating. Teachers fall into one of three groups for the purpose of calculating a summative rating. Each group uses a different weighting scheme. The weighted score determines the final rating</p> <p>A monthly report on the status of existing teachers’ effectiveness will allow HR and the Turnaround Officer/ Director to make teacher removal decisions in one or two weeks.</p> <p>Turnaround/Transformation principals will have the authority to remove ineffective teachers throughout the school year (unlike authority in non- SIG high schools) The Turnaround Officer will work with turnaround/transformation principals to enable responsive action, as needed.</p> <p>The Turnaround Officer/ Director, Mrs. Rambo, has given all turnaround/transformation principals the authority to select (not be assigned) their SIG-funded, full-time Interventionist teachers (these teachers instruct classes, while teachers participate in job-embedded professional development and conduct remediation). The principal has been given responsibility to hire staff for all positions.</p> <ul style="list-style-type: none"> • A three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. Across the school year, turnaround/ Transformation principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from Key Learning Community.
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	<ul style="list-style-type: none">• The Director of Turnaround Schools will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional protocols in place for non-turnaround schools.• The transformation principal and the Director of Turnaround Schools will develop and implement a recruitment initiative, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school.• Monthly Process Checks between the Director of Turnaround Schools and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround/transformational leadership, teachers' capacity to impact student impact, and the accountability of critical central office divisions.
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Indicators of LEA Commitment	Description of how this action was or will be completed
6. <i>Sustain the model after the funding period ends.</i> See Below	

<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; 	<p>The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels:</p> <ul style="list-style-type: none"> (a) Findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider will be reviewed by the Director of Turnaround Schools and the turnaround/transformation principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Director of Turnaround Schools will support the turnaround/transformation principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the principal of KEY LEARNING COMMUNITY will be held accountable for maintaining fidelity to the model as described in this proposal. (b) To keep key leadership apprised of turnaround/transformation school progress and to solicit their input and continuous support, data findings will be: <ul style="list-style-type: none"> • Reported to the Associate Superintendent and Superintendent • shared at weekly superintendent's cabinet meetings • periodically updated in the superintendent's Weekly School Board Notes • reported quarterly to the School Board Education Committee (c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement (d) Findings from Phase I & II turnaround schools will offer subsequent priority schools with invaluable "lessons learned," as the next round of priority schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates. In addition, monthly process checks with the Director of Turnaround Schools, Mrs. Rambo, and KEY LEARNING COMMUNITY will keep all apprised of implementation results.
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<p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of</p>	<p>Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, state and federal resources will be repurposed to sustain effective SIG grant initiatives.</p> <p>Each aspect of the implementation process and the system of supports contained in the proposal is designed to develop capacity for sustained improvement at Key Learning Community.</p> <p>-----</p> <p>As indicated in the alignment of resources below, a plan to sustain reforms is in place.</p> <p>Professional Development (training provided by our external provider) ~ Internal capacity at Key Learning Community will be built to locally provide and sustain training needs: Title 2A</p> <p>Professional Development for Classroom Teachers ~ At the conclusion of the grant funding Instructional Specialists Potential funding source: Title I</p> <p>Performance-based financial awards ~ Competitive grant application to U.S. Department of Education TIF – Teacher Incentive Funds</p> <p>Extended Time Learning costs for teachers and transportation ~ Allowable costs under Title I</p> <p>Technology ~~ Technology grants</p> <p>External Provider, Quality Reviews, and Project Manager ~ Capacity gain should enable us to continue practices acquired. With an established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.</p>
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interventions and school improvement activities;

- (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.

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

➤ **Instructions:**

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

Turnaround Model

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

Transformation Model

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Principal was appointed by the Superintendent.	Dr. Eugene White ~ Superintendent of IPS	May 2012
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	Ongoing training of the administrative team at Key Learning Community—Full implementation of the RISE Evaluation and Development System	-District Level Trainer -Principal -Administrative Team	July 2013- July 2014

3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	Key Learning Community will have autonomy to develop their "Reward Rubric for Financial Incentives"; this rubric will also include the removal of any school leaders, teachers, or staff who after professional development does not implement this model.	-Principal -Mrs. Rambo, Director of Turnaround/Transformation Schools	July 2013
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Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Develop professional development plan that is aligned to address root causes. Ensure plan has clear objectives and measurable/observable outcomes.	Principal, TNTP	July 2013

5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Key Learning Community will have autonomy to develop their "Recruitment Initiative" and "Teacher Leader Incentive Plan"	Principal Mrs. Rambo, Director of Turnaround/Transformation Schools	July 2013-June 2014
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6. <i>Provide increased learning time for students and staff.</i>	Provide extended-learning time opportunities: 1 hour/day, 4 days/week after school; Two weeks of balanced calendar intersession 10-15 days of summer school	Principal	August 2013- June 2014
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<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>Implementation of the 8-Step Process: During “Learning Log” meetings (part of the 8-Step Process), teacher teams will review the results of formative assessments (Benchmarks) to:</p> <p>(a) determine how students performed and their specific areas of strengths and weaknesses</p> <p>(b) identify classrooms where overall performance was strong and share the effective practices that influenced those results</p> <p>(c) problem-solve instructional and student-specific issues</p> <p>(d) regroup students for additional support—remedial or enrichment during scheduled 30 minute “Success” Periods</p>	<p>-Principal Vice Principal(s) -Instructional Coaches</p>	<p>August 2013- May 2014</p>
<p>Elements</p>	<p>Tasks</p>	<p>Lead Person/ Position</p>	<p>Time Period (month)</p>
<p>8. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<p>Continue use of PLCs and learning log meetings. Data coaches and instructional leaders will follow up on data conversations with in-class observations. The special education interventionist will provide development around the implementation of effective differentiation and intervention strategies. Integrate technology into the classrooms to allow for more individualized instruction.</p>	<p>Principal, instructional leaders</p>	<p>August 2013- June 2014</p>

9. <i>Provide mechanism for family and community engagement.</i>	Establish a robust student council program and leadership program. Ensure that family and community members are able to engage in the school through monthly meetings. Ensure that obstacles related to transportation are eliminated for families. Provide families with incentives for participation in the school community.	Principal, community liaison	August 2013- June 2014
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</i>	Operational flexibility has been granted to Key Learning Community. This School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Key Learning Community students to achieve. Operation flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement.	-Mrs. Yvonne Rambo, Director of Turnaround Schools	August 2013- June 2014 (with revisions each June for the next year)
11. <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.	-Mrs. Yvonne Rambo, Director of Turnaround Schools -Turnaround Office Specialists	August 2013- June 2014 (with revisions each June for the next year)

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

Dr. White appointed a new principal of Key Learning Community in May of 2012. The new principal at Key Learning Community for the 2012-2013 school year is Sheila Seedhouse.

Ms. Seedhouse recently moved to Indianapolis after serving as a high school teacher and district administrator in Chicago Public Schools. Ms. Seedhouse and Ms. Susan Kertes, the assistant principal, have teamed together this year to parlay the commitment of the staff into significant transformations at Key Learning Community.

Ms. Seedhouse’s ability to invest others in a common vision, provide instructional leadership, and facilitate courageous conversations has resulted in significant student growth this school year. The Acuity scores of Key Learning Community are, on average, 12% ahead of where they were at the same time last year.

Both Ms. Seedhouse and Ms. Kertes are eager to continue their own development through increased coaching and support available through TNTP.

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.	X	

Restart Model

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

School Closure

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

5. Annual Goals for Priority Schools for Accountability

Instructions:

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

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

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
Graduation Rate: 100%*	70% of students will graduate from high school	75% of students will graduate from high school	80% of students will graduate from high school
ECA—Eng 10 61.5% Algebra I 9.1%	70% of students will pass Eng 10 and Algebra I ECA	75% of students will pass Eng 10 and Algebra I ECA	78% of students will pass Eng 10 and Algebra I ECA
ISTEP Grades 3-6 ELA 58.3% Math 48.2%	80% of students will pass English/Language Arts and Math	85% of students will pass English/Language Arts and Math	87% of students will pass English/Language Arts and Math
ISTEP Grades 7-8 ELA 58.7% Math 45.3%	65% of students will pass English/Language Arts and 75% will pass Math	70% of students will pass English/Language Arts and 80% will pass Math	72% of students will pass English/Language Arts and 82% will pass Math

All goals based on District’s five year Strategic Plan *Denotes baseline exceeds district goal

APPENDICES

The following documents are attached (separately) in support of proposal expectations for Key Learning Community:

Key Learning Community's 3 year SIG Budget

Letters of Support

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

Resume of Transformation Principal

- ❖ Sheila Seedhouse

Resumes of District Leadership and Specialists

- ❖ Yvonne Rambo, IPS Turnaround Director
- ❖ Kathleen Ducote, Turnaround Specialist
- ❖ Patricia Elff, Turnaround Specialist

II: Budget

Instructional Leadership Team	SIG
Acuity Predictive Benchmarks	District
Instructional Leaders	SIG
Special Education Interventionists	SIG
Project Manager	SIG
PDSTs	SIG
Behavior Specialist	SIG
Technology Assistant	SIG
Technology Support: student laptops, graphing calculators, etc.	SIG
Professional Development: monies for summer PD, after school...	District, Title I, Title 2A, SIG
IPS Data Warehouse	District
External Provider: TNTP, PBIS Indiana	SIG
District Turnaround Office	Title 2A
K-12 Curriculum Support (facilitators)	District, Title I Title 2A
Intersession Coordinator/Staff	SIG
Summer School Coordinator/Staff	SIG
Summer Retreat (PD)	SIG, Title I, Title 2A
Curriculum Development Stipends	SIG
Teacher Leader Incentives & Compensation for Extended Time Learning	SIG
Student Incentives	SIG
Turnaround Team	Title 2A

Indicate any increases in a line item subtotal with **GREEN** text subtotal.

Indicate and decreases in a line item with **RED** text in the subtotal.

School Improvement Grant (1003g)
Section II -- BUDGET
School Year 2013-2014

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year. The original approved allocation amount cannot be increased through an amendment.

Corporation Name: 5385
Corporation Number: Indianapolis Public Schools
School Name: KEY LEARNING COMMUNITY

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
PROJECT MANAGER	1.00		X	Responsible for maintaining the grant and the day to day duties.	\$ 50,000.00	
SPECIAL ED INTERVENTIONIST	2.00	X		Provide professional development to teachers and work with individual students as needed.	\$ 130,000.00	
INSTRUCTIONAL COACH	2.00	X		Math and ELA to provide PD to the teachers	\$ 130,000.00	
COMMUNITY OUTREACH ASSISTANT	1.00		X	Assists the Community Coordinator	\$ 35,000.00	
COMMUNITY COORDINATOR	1.00		X	Will be responsible for all community activities	\$ 48,000.00	
BEHAVIORIAL INTERVENTIONIST	1.00		X	Provide character education and social skills to students	\$ 50,000.00	
					\$	

STAFF INCENTIVES		X		Incentives for Certified Staff	128,800.00	
STAFF INCENTIVES			X	Incentives for Non Certified Staff	\$ 62,000.00	
EXTENDED DAY	8.00			4 days a week/ 1 hour per day/ 34 weeks	\$ 57,600.00	
INTERSESSION	10.00	X	X	10 days/ 5 hours per day/ # of teachers needed	\$ 35,000.00	
SUMMER SCHOOL	10.00	X	X	15 days/ 5 hours per day/ # of teacher needed	\$ 50,400.00	
PD STIPENDS		X	X	Professional development activities throughout the year	\$ 150,000.00	
SUB TEACHERS			X	\$75 per day as needed	\$ 15,000.00	
					\$ -	
					\$ -	
	36.00	TOTAL SALARIES				\$ 941,800.00

2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.

	TOTAL FIXED CHARGES / FRINGE BENEFITS					\$ 144,800.00
--	--	--	--	--	--	----------------------

3. TRAVEL: (differentiate in-state and out-of-state)

out-of-state	VISITS TO EXEMPLARY SCHOOLS			\$ 3,000.00	
out-of-state	TECHNOLOGY CONFERENCES			\$ 1,200.00	
out-of-state	ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT			\$ 5,000.00	
in-state					

	TRANSPORTATION FOR EXTENDED DAY, INTERSESSION, SUMMER SCHOOL	\$ 45,560.00	
	TOTAL TRAVEL		\$ 54,760.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
LEAD PARTNER	THE NEW TEACHER PROJECT	\$ 130,799.00	
	POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS	\$ 30,000.00	
	TOTAL CONTRACTED SERVICES		\$ 160,799.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$ 258,500.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 180,855.00
7. OTHER SERVICES: (Include a specific description of services.)			

	TOTAL OTHER SERVICES		\$0.00
	INDIRECT COST (2.07%)		\$ 26,700.08
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,768,214.08

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
INSTRUCTION	INK CARTRIDGES FOR PRINTERS	\$ 6,000.00	\$ 6,000.00
INSTRUCTION	BOOK STUDY WITH STUDENTS	\$ 8,000.00	\$ 8,000.00
INSTRUCTION	STUDENT AGENDAS	\$ 1,500.00	\$ 1,500.00
PROFESSIONAL DEVELOPMENT	BOOK STUDY WITH STAFF	\$ 2,000.00	\$ 2,000.00
PROFESSIONAL DEVELOPMENT	UNDERSTANDING BY DESIGN TRAINING FOR STAFF	\$ 11,000.00	\$ 11,000.00
INSTRUCTION	STAFF AND STUDENT INCENTIVES TO INCLUDE LEARNING MATERIALS, CONSUMABLES, SCHOOL SPIRIT WEAR, FOOD AND OTHER ITEMS THAT WILL MOTIVATE STUDENT ACHIEVEMENT	\$ 45,000.00	\$ 45,000.00
PROFESSIONAL DEVELOPMENT	SUPPLIES FOR MULTIPLE INTELLIGENCE FOCUS CLASSES	\$ 40,000.00	\$ 40,000.00
INSTRUCTION	RESEARCH BASED INTERVENTION MATERIALS TO INCLUDE ORTON GILLINGHAM, TOUCHMATH, AND IXL	\$ 100,000.00	\$ 100,000.00
PROFESSIONAL DEVELOPMENT	STAFF SCHOLARSHIPS FOR PROFESSIONAL DEVELOPMENT AND CONFERENCES	\$ 45,000.00	\$ 45,000.00
			\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 258,500.00

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
150	IPADS, HEADPHONES, CASES FOR STAFF AND STUDENTS TO SUPPORT DIRECT INSTRUCTION	\$ 459.00	\$ 68,850.00
4	DOCKING STATIONS	\$ 2,600.00	\$ 10,400.00
	MICROSOFT OFFICE SOFTWARE PRODUCTS	\$ 8,000.00	\$ 8,000.00
1	POSTER PRINTER	\$ 1,755.00	\$ 1,755.00
16	PRINTERS FOR CLASSROOMS	\$ 3,000.00	\$ 48,000.00
50	OVERHEAD ADAPTERS	\$ 29.00	\$ 1,450.00
	APPLICATIONS FOR IPADS	\$ 10,000.00	\$ 10,000.00
6	ACTIV-TABLES FOR K-2 CLASSROOMS	\$ 5,400.00	\$ 32,400.00
			\$ -
			\$ -
			\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 180,855.00

Indicate any increases in a line item subtotal with **GREEN** text subtotal.

Indicate and decreases in a line item with **RED** text in the subtotal.

School Improvement Grant (1003g)
Section II -- BUDGET
School Year 2014-2015

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year. The original approved allocation amount cannot be increased through an amendment.

Corporation Name: 5385
 Corporation Number: Indianapolis Public Schools
 School Name: KEY LEARNING COMMUNITY

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
PROJECT MANAGER	1.00		X	Responsible for maintaining the grant and the day to day duties.	\$ 50,000.00	
SPECIAL ED INTERVENTIONIST	2.00	X		Provide professional development to teachers and work with individual students as needed.	\$ 130,000.00	
INSTRUCTIONAL COACH	2.00	X		Math and ELA to provide PD to the teachers	\$ 130,000.00	
COMMUNITY OUTREACH ASSISTANT	1.00		X	Assists the Community Coordinator	\$ 35,000.00	
COMMUNITY COORDINATOR	1.00		X	Responsible for all community activities	\$ 48,000.00	
BEHAVIORIAL INTERVENTIONIST	1.00		X		\$ 50,000.00	
					\$	

STAFF INCENTIVES		X		Incentives for Certified staff	128,800.00	
STAFF INCENTIVES			X	Incentives for Non Certified staff	\$ 62,000.00	
EXTENDED DAY	8.00			Tutoring beyond the school hours	\$ 57,600.00	
INTERCESSION	10.00	X	X	10 days/ 5 hours per day/ # of teachers needed	\$ 35,000.00	
SUMMER SCHOOL	10.00	X	X	15 days/ 5 hours per day/ # of teachers needed	\$ 50,400.00	
PD STIPENDS		X	X	Professional development activities throughout the year	\$ 150,000.00	
SUB TEACHERS			X	\$75 per day as needed	\$ 15,000.00	
					\$ -	
					\$ -	
					\$ -	
	36.00	TOTAL SALARIES				\$ 941,800.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 144,800.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	out-of-state					
	out-of-state			CONFERENCES INVOLVING TECHNOLOGY, CURRICULUM STRATGIES, ETC	\$ 9,200.00	
	in-state					

	TRANSPORTATION FOR EXTENDED DAY, INTERCESSION, SUMMER SCHOOL	\$ 45,560.00	
	TOTAL TRAVEL		\$ 54,760.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
LEAD PARTNER	THE NEW TEACHER PROJECT	\$ 130,799.00	
	POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS	\$ 30,000.00	
	TOTAL CONTRACTED SERVICES		\$ 160,799.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$ 257,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 117,543.00
7. OTHER SERVICES: (Include a specific description of services.)			

Indicate any increases in a line item subtotal with **GREEN** text subtotal.

Indicate and decreases in a line item with **RED** text in the subtotal.

School Improvement Grant (1003g)
Section II -- BUDGET
School Year 2015-2016

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.
 The original approved allocation amount cannot be increased through an amendment.

Corporation Name: 5385
 Corporation Number: Indianapolis Public Schools
 School Name: KEY LEARNING COMMUNITY

<i>ACCOUNT NO.</i>	<i>FTE</i>	<i>Cert.</i>	<i>Noncert.</i>	<i>EXPENDITURE DESCRIPTION</i>	<i>SUBTOTAL</i>	<i>LINE ITEM TOTAL</i>
1. PERSONNEL (include positions and names)						
PROJECT MANAGER	1.00		X	Responsible for maintaining the grant and the day to day duties.	\$ 50,000.00	
SPECIAL ED INTERVENTIONIST	2.00	X		Provide professional development to teachers and work with individual students as needed.	\$ 130,000.00	
INSTRUCTIONAL COACH	2.00	X		Math and ELA to provide PD to the teachers	\$ 130,000.00	
COMMUNITY OUTREACH ASSISTANT	1.00		X	Assists the Community Coordinator	\$ 35,000.00	
COMMUNITY COORDINATOR	1.00		X	Will be responsible for all community activities	\$ 48,000.00	
BEHAVIORIAL INTERVENTIONIST	1.00		X		\$ 50,000.00	
					\$	

STAFF INCENTIVES	1.00	X		Incentives for Certified Staff	128,800.00	
STAFF INCENTIVES	1.00		X	Incentives for Non Certified Staff	\$ 62,000.00	
EXTENDED DAY	1.00			Tutoring beyond the school hours	\$ 57,600.00	
INTERCESSION		X	X	10 days/ 5 hours per day/ # of teachers needed	\$ 35,000.00	
SUMMER SCHOOL		X	X	15 days/ 5 hours per day/ # of teachers needed	\$ 50,400.00	
PD STIPENDS		X	X	Professional development activities throughout the year	\$ 150,000.00	
SUB TEACHERS			X	\$75 per day as needed	\$ 15,000.00	
					\$ -	
					\$ -	
	6.00	TOTAL SALARIES				\$ 941,800.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 144,800.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	out-of-state					
	out-of-state	CONFERENCES INVOLVING TECHNOLOGY, CURRICULUM STRATEGIES, ETC			\$ 9,200.00	
	in-state					
		TRANSPORTATION FOR EXTENDED DAY, INTERCESSION, SUMMER SCHOOL			\$ 45,560.00	
		TOTAL TRAVEL				\$ 54,760.00

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
LEAD PARTNER	THE NEW TEACHER PROJECT	\$ 130,799.00	
	POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS	\$ 30,000.00	
	TOTAL CONTRACTED SERVICES		\$ 160,799.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$ 257,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 122,020.00
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		\$0.00
	INDIRECT COST (2.07%)		\$ 26,669.03
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,707,848.03

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
INSTRUCTION	STUDENT TRAINING FOR PEER REMEDIATION	\$ 4,500.00	\$ 4,500.00
INSTRUCTION	INK CARTRIDGES FOR PRINTERS	\$ 6,000.00	\$ 6,000.00
INSTRUCTION	BOOK STUDY WITH STUDENTS	\$ 8,000.00	\$ 8,000.00
INSTRUCTION	STUDENT AGENDAS	\$ 1,500.00	\$ 1,500.00
PROFESSIONAL DEVELOPMENT	BOOK STUDY WITH STAFF	\$ 2,000.00	\$ 2,000.00
PROFESSIONAL DEVELOPMENT	PROJECT BASED LEARNED TRAINING FOR STAFF	\$ 15,000.00	\$ 15,000.00
INSTRUCTION	STAFF AND STUDENT INCENTIVES TO INCLUDE LEARNING MATERIALS, CONSUMABLES, SCHOOL SPIRIT WEAR, FOOD AND OTHER ITEMS THAT WILL MOTIVATED STUDENT ACHIEVEMENT	\$ 45,000.00	\$ 45,000.00
PROFESSIONAL DEVELOPMENT	SUPPLIES FOR MULTIPLE INTELLIGENCE FOCUS CLASSES	\$ 40,000.00	\$ 40,000.00
INSTRUCTION	RESEARCH BASED INTERVENTIONS MATERIALS TO INCLUDE ORTON GILLINGHAM, TOUCHMATH, AND IXL	\$ 100,000.00	\$ 100,000.00
PROFESSIONAL DEVELOPMENT	STAFF SCHOLARSHIP FOR PROFESSIONAL DEVELOPMENT AND CONFERENCES	\$ 35,000.00	\$ 35,000.00
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 257,000.00



Indianapolis Public Schools

The John Morton-Finney Center for Educational Services
120 East Walnut Street
Indianapolis, IN 46204
TEL 317-226-4411 • FAX 317-226-4936

Office of the Superintendent

May 17, 2013

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

Dear Superintendent Ritz:

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

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

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

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

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

Sincerely,


Peggy Hinkle, Ed.D.
Interim Superintendent



BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS

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

Diane Arnold
President

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Superintendent

Sharon G. Alvey
Executive Assistant and
Secretary to the Board

June 3, 2013

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

Dear Superintendent Ritz:

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

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

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

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

Sincerely,

Diane Arnold, President
Board of School Commissioners



**INDIANAPOLIS
EDUCATION
ASSOCIATION**

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

TELEPHONE: (317) 598-6464 ☒ 1-800-638-7739
FAX: (317) 598-6465 ☐ HOTLINE: (317) 588-6488

June 6, 2013

To whom it may concern:

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

Respectfully submitted,

Ann Wilkins, President IEA

Sheila A. Seedhouse

Data Team Member 2010-2011

- Analyzed data and provided next steps for school leadership based on current academic achievement data and trends
- Synthesized, disseminated, and delivered weekly reports for academic achievement data of over 400 sophomores

Freshman Academy Small Learning Community Lead Fall, 2011

- Presided over 335 freshmen and 26 freshmen teachers to ensure 84% of freshmen students are on track to graduate
- Coordinated competitions, incentives, learning experiences, mini-lessons, and field trips to increase the freshmen success rate
- Influenced school-wide academic and administrative decisions as a member of the Instructional Leadership Team

TEACH FOR AMERICA – Chicago, IL

Corps Member Advisor, Chicago Institute Summer 2010, 2011

- Managed 20 corps members and provided feedback aligned to the Teaching As Leadership framework
- Taught corps members to effectively problem solve in classrooms via the academic impact model and identification of root mindsets
- Coached corps members to lead students to achieve 82% of Institute Growth Goals, as compared to 67% of students reaching Institute Growth Goal across all of Institute
- Designed and led professional development experiences for 36 corps members based on school-wide needs and trends
- Reviewed corps member lesson plans and provided support through targeted planning clinics and specific feedback
- Collaborated with other leaders of the school team to make data-driven decisions on how to best meet the needs of corps members and students

Content Course Instructor 2009-2011

- Led monthly professional development sessions to provide content support to 40 first and second year corps members centered around best practices
- Conceptualized session agendas, outcomes, and content based on current root causes and needs in teachers' classrooms

Math and Science Seminar Co-facilitator Summer, 2010

- Coached 40 corps members in the creation of high quality, aligned, and backwards planned curricula tools
- Facilitated group learning experiences based on the differing needs of physical and life science teachers

Student Achievement Toolkit Environmental Science Curriculum Writer Spring, 2010

- Established a long term plan, cumulative assessment, unit plan, unit assessment, and lesson plans for an Environmental Science curriculum to be used by all incoming Teach For America Chicago Environmental Science corps members
- Ensured the development of rigorous curriculum by aligning all curriculum tools to Illinois state learning standards, Massachusetts state learning standards, College Readiness Standards, and prioritized lab skills

VOLUNTEER ACTIVITIES

COLLEGE MENTORS FOR KIDS- Indianapolis, IN 2004-2008

President (2007-2008), Vice President (2006-2007), Activities Director, General Manager (2005-2006)

- Presided over a volunteer staff of 20 college students, and 80 college student mentors
- Managed weekly visits to Butler's campus for 80 first through fourth grade children who are at-risk
- Guided relations between Butler's chapter of College Mentors, College Mentors Headquarters, elementary school partners, and university leaders
- Integrated topics of Higher Education, Culture & Diversity, and Community Service into interactive activities
- Chosen from over one-hundred college leaders and honored as College Mentors for Kids Chapter Leader of the Year (2008) and nominated and received YWCA Indianapolis Salute to Women of Achievement Award: Collegiate Woman of the Year Award (2008)

YVONNE RAMBO

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

EDUCATION ADMINISTRATOR

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

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

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

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

PROFESSIONAL EXPERIENCE

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

Supervision of the district's "turnaround schools" in the areas of staffing, teacher evaluation, instructional supervision, instruction and curriculum, testing, leadership development. Oversee the district wide implementation of the 8 Step Process involving the use of relevant assessment data to impact instructional pedagogy and curricular decisions. Collaboratively manages the district's 4 1003g (School Improvement Grants) totaling \$24,000,000. Supervision of all content area supervisors, including curriculum development, pacing, assessments, professional development, instructional support, instructional audits. Provide comprehensive leadership and job embedded professional development for building level leaders and teachers in data driven instruction and student achievement. Collaboration with the Department of Education on initiatives impacting our schools, serve as liaison for Lead Partners. Key accomplishments include:

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

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

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

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

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

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

YVONNE RAMBO

Math Teacher 1990 - 1998

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

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

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

Math Teacher 1985 - 1990

East Jr. High, District 11
Colorado Springs, CO

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

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

Assistant Dean of Students 1982 - 1985

Colorado College
Colorado Springs, CO

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

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

AWARDS & AFFILIATIONS

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

Lilly Endowment Award Winner

NAACP Member

Indiana Principals' Leadership Academy Graduate and Facilitator

Phi Delta Kappa

National Middle School Association

Indiana Middle Level Education Association Member and State Board Member

Indiana Schools to Watch Applicant/Finalist

EDUCATION

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

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

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

374 Shadow Hill Drive
Greenwood, Indiana 46142

(317) 372-5157
KS5408@comcast.net

Kathleen D. Ducote

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

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

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

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

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

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

Education 1989-1991 Manchester College North Manchester, IN

1991-1994 Indiana University Indianapolis, IN
B.S., Education
2006-2007 Indiana Wesleyan University Indianapolis, IN
Masters of Education

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

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

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

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

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

Additional References available upon request.

Patricia Elff

Educational Background/Professional Development

I. Education

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

II. Teaching Employment History

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

III. Professional Organizations

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

IV. Workshops Attended

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

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

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

V. Committees Served

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

VI. Clubs Sponsored

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

VII. Other

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

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

VIII. Grant Writing

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

Comment [TB1]: