

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

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

School Corporation: Indianapolis Public Schools

Number: 5385

School Name: Broad Ripple Magnet High School for the Arts & Humanities

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:

- | | |
|--|----------------------------------|
| <input checked="" type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
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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, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

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

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	54%	94	Medium	
Black	62.6%	87	Medium/Low-comparable to state level performance	
Free Lunch	59.2%	84	Medium	
Special Ed	80.6%	29	Medium/High-as compared to state level performance	

Mathematics

Overall	61.6%	108	Medium	
Black	70.8%	99	Medium	
Free Lunch	68.6%	98	Medium	
Special Ed	81.1%	30	Medium/High-as compared to state level performance	

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school.”</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>The graduation rate 2006-07 to 2008-09 has remained stagnate with the overall graduation rate ranging between 59% and 60% while the state levels have steadily increased from 76.4% to 81.5% across the same years.</p> <p>The graduation rate for free and reduced lunch and African American students fluctuate between 57%-62% and 57%-58% respectively while at the state level the rates also continue to show increases from 58% to 68% for free and reduced lunch and from 57% to 66% for African American students.</p> <p>Finally, the graduation rate for special education remains steady at 36%, however, even here, the state level results show an increase from 53% to 59% across the same years.</p> <p>ACT composite scores from 2005-06 to 2007-08 have shown a slight decline from 17.8 to 16.9 to 16.7. While the State level average results are both higher and more stable with 21.7, 22.0 and 22.0 across the respective years.</p> <p>SAT Critical Reading Scores from 2006-07 to 2008-09 have fluctuated from 460 to 430 to 451 respectively. While the results from Indiana have remained consistently higher and more stable with 497, 496, and 496 across the same years.</p> <p>SAT Mathematics Scores from 2006-07 to 2008-09 have fluctuated from 449 to 420 to 444 respectively. While the results from Indiana</p>	<p>The level of instruction, engagement, and rigor was inconsistent across content areas. Consistent pacing guides were developed for Language Arts, Math, Social Studies, and Science this year. Administrators and teachers need additional training and support to implement and monitor pacing.</p> <p>A consistent scheduling process to support targeted programming for students and teacher collaboration needs to be strengthened. Counselors and scheduling personnel have received minimum training and support.</p> <p>Professional development to enhance co-teaching for both regular education teachers and special education teachers has been inconsistent. Co-teaching continuum identifying the effectiveness of co-teaching is at the beginning stage. Teachers and administrators have not been fully trained. Accountability of co-teaching has not been fully established.</p> <p>An overall lack of rigor and authentic engagement is evident across the district. The evaluation process to assess administrator's capacity to impact instruction demonstrates that the required level of fidelity is missing. Most of our administrators received minimum training.</p>

have remained consistently higher and more stable with 507, 508, and 507 across the same years.

SAT Writing Scores from 2006-07 to 2008-09 have fluctuated from 451 to 416 to 440 respectively. While the results from Indiana have shown a slight trend down, they are still consistently higher with 483, 481, and 480 across the same years.

College-Bound Junior PSAT results from 2005-06 to 2007-08 show students scoring behind state averages with 134.2, 110.2, and 112.3 as compared to 143.4, 137.1, and 136.5 state results across the same years.

End of Course Assessment (ECA) results from 2006-07 to 2008-09 for Broad Ripple have been considerably lower than the state averages for both Algebra I and English 10 across the same years. In Algebra I student averages were 6.3%, 4.8%, and 8% for Broad Ripple and 29%, 34%, and 41% respectively at the state level. In English 11, Broad Ripple performed somewhat better with 22.6% passing in 2006-07 and 17% passing in 2008-09. While these results were better than the Algebra I results, they were still much lower than the state results of 54% passing in 06-07 and 61% passing in 08-09. No scores were available for 2007-08.

Overall Grade 10 ISTEP+ results from 2006-07 to 2008-09 have been consistently lower than the state averages with 36%, 38% and 36% of students passing in Ela and 26%, 32%, and 26% passing in mathematics. Across the same years state level results show 67%, 67%, and 67% in Ela and 65%, 66%, and 65% in math.

Grade 10 ISTEP+ results for African American students from 2006-07 to 2008-09 have been consistently lower than the state averages with 33%, 30%, and 33% of the students passing English language arts and 19%, 25%, and 21% passing in mathematics. Across the same years state level results are not much stronger, yet still higher with English language arts results of 39%, 41%, and 42% and mathematics results of 33%, 37%, and 37% across the same years.

Grade 10 ISTEP+ results for special education students from 2006-07 to 2008-09 have been consistently lower than the state averages with

5%, 11%, and 9% passing English language arts and 10%, 5%, and 7% passing mathematics. Across the same years the corresponding state averages are 22%, 21%, and 22% in English language arts and 25%, 26%, and 26% in math.

Grade 10 ISTEP+ results for students on free and reduced lunch from 2006-07 to 2008-09 have also been consistently lower than the state averages with 32%, 34%, and 37% passing English language arts and 23%, 26%, and 26% passing mathematics. Across the same years, the corresponding state averages are 48%, 49%, and 49% in English language arts, and 46%, 48%, and 47% in mathematics.

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.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	64,800	64,800
2. Dropout rate*	Dropouts: 47 Enrollment: 1179 Rate: 3.99%	Dropouts: 22 Enrollment: 1112 Rate: 1.98%
3. Student attendance rate*	90.4%	95.6%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	179/1179 = 15.18%	175/1112=15.79%
5. Discipline incidents*	873	2475
6. Truants*	21	19
7. Distribution of teachers by performance level on LEA’s teacher evaluation system		
8. Teacher attendance rate	1036 teacher absent days	1217 teacher absent days

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms.”</p>
<p>The number of teacher absent days increased from 1036 in 2007-2008 to 1217 in 2008-2009 (a 17.47% increase).</p> <p>Discipline incidents increased from 873 in 2007-2008 to 2475 in 2008-2009 (almost a threefold increase).</p>	<p>A support system is needed for students at risk of not graduating beginning at the freshmen year.</p> <p>There is a lack of rigor of course selection for students taking the ACT/SAT. There is also a lack of rigorous instruction within college-prep courses.</p> <p>The rigor of instruction does not prepare students for the ISTEP. Academic support is not sufficient to meet individual student needs.</p> <p>Students are enrolled in courses for which they are not adequately prepared. More bridge support classes and study hall (targeted) are needed.</p> <p>The level of rigor of instruction at Broad Ripple does not compare with the level of instruction within the state.</p> <p>There is inadequate preparation for Algebra in the upper elementary grades and in middle schools. K-12 articulation is missing.</p> <p>There is evidence that instructional effectiveness is increasing. Targeted and intentional professional development is needed for growth to continue. More support on site to support implementation is needed.</p>

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

➤ **Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X		X X X		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	X X X		1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

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

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students; we don’t really get into the students’ different cultures. “</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example</i> ” We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<p>Union agreements and lack of funding greatly affect our program, by forcing us to accept teaches who are sometimes less than the best and by limiting the amount of money we can spend for sending teachers to inspirational and informative conferences.</p>	<p>In order to meet our expenditure and reduction requirement in IPS, teacher common planning time has been inconsistent due to the challenges within our daily schedule. It is impossible to include students’ selection of courses as well as consistent common planning time in our schedule.</p>

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
<i>Required Elements</i>	<i>Required Elements</i>
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 assistance and support from the LEA, SEA, or designated external lead partner organization.
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
<i>Permissible Elements</i>
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
<i>Permissible Elements</i>
<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 schoolwide “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.

- **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, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected **Turnaround Model**

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

The key finding from the data, root cause analysis and self assessment reflects a need for an instructional framework that provides curriculum coherence, differentiated instruction for all students, data to inform instruction, and the leadership skills of all stakeholders to make wise decisions on behalf of students. By utilizing the Turnaround Model, this comprehensive approach will enable the school to develop innovative ideas, leading to system-wide change in leadership, teacher quality and effectiveness, and enhanced school effectiveness in general.

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

The turnaround model will intentionally cultivate a culture in which everyone at the school and all other stakeholders will accept total responsibility for student success. The staff will have the opportunity to analyze the connection between instructional best practice and student outcomes while considering the connection in the design of their instruction. “Accountability” is the norm—the way we do business.

C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Attached Budget *District and school leadership collaborated to identify areas of need, then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Attached Budget *Budget has been estimated with input from intervention models/programs
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		Attached Budget
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Attached Budget *Three year budget attached
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>		X	*For the 2010-2011 academic year, IPS will apply for the SIG 1003 (g) for three (3) of the 12 schools on the Tier I & Tier II list.
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		*Goals included in this application are from the 2010-2015 District Strategic Plan

Capacity	Yes	No	District Evidence
<p>7. Principals and staff have the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p>	X		<p>*Proven Track Record—effective leaders and leadership team are in place and willing to make needed and courageous decisions</p> <p>*H/R has Highly Qualified teacher records on file</p>
<p>8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</p> <p><i>All models</i></p>	X		<p>*Meeting Agenda</p> <p>*Sign-In Sheets</p> <p>*The district initiates and facilitates discussions regularly between parents and community members in order to enhance our communication regarding the requirements of the turnaround model and the importance of their role.</p>
<p>9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<p>*Weekly board notes sent to all board members by the Superintendent.</p>
<p>10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<p>*Discussion with Superintendent by Associate Superintendent of Curriculum & Instruction weekly.</p> <p>*Vertical communication has taken place with an intentional focus on key components of the model.</p>
<p>11. The teacher’s union has expressed commitment 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>	X		<p>*Letter of Support from Teacher’s Union</p> <p>*District leadership has met with the teacher’s union to discuss the required elements of the model.</p> <p>*Resources and document that support the model have been provided to the teacher’s union.</p> <p>*Regular monthly meetings (Professional Relations Group-includes Superintendent, key administrators, and IEA leadership) with IEA will include turnaround school updates and discussions of implementation enhancements.</p>

Capacity	Yes	No	District Evidence
<p>12. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>*Interviews and recommendation are made by committee member consisting of teachers, community representatives, central office and building administrators. Final selection is by the Superintendent of Schools.</p>
<p>13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</p> <p><i>All models</i></p>	X		<p>*District supported plan for each school in assistance</p>
<p>14. 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>	X		<p>*Multiple Literacy Office Coaches & Facilitators have had training with the intervention model (documentation of professional development attended by literacy coaches/facilitators).</p> <p>*Professional resource materials</p>
<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities</p> <p><i>All models</i></p>	X		<p>*Consulted various department and aligned all resources</p> <p>*Collaborated with IDOE and local agencies</p> <p>*Curriculum & Instructional Accountability Division will meet regularly to update and report on implementation of Turnaround Model.</p>
<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>*District leadership provides direct support in scheduling and professional development that will increase instructional time.</p>

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 implemented or which must take place in *school year 2010-11*.
- 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 A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<i>1. Design and implement school intervention model consistent with federal application requirements.</i>	No response needed here as this information is required later in the description of the model selected.
<i>2. The LEA has or will recruit, screen, selects and support appropriate external providers.</i>	With the approval of the Indiana Department of Education, Indianapolis Public Schools is researching and investigating external providers/partners that will help schools diagnose issues (including district-level baseline assessments of operating conditions and district and building capacity) and design an instructional approach that will lead to student success. IPS would like an external provider that will measure school performance and coach the school for three years on leadership, data analysis, management issues and instructional best practices (including professional development). IPS will hold the provider accountable with monthly data checks and whole-school audits focusing on items that are identified as “priority need.” Accountability protocol will be created for IPS central office, school personal and any external consultants.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment B).</p>	
<ul style="list-style-type: none"> ○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided. ○ <i>Multiple</i> financial and non-financial resources have been identified and describe how they would align to the model. 	<p>The Associate Superintendent is in charge of the Curriculum & Instructional Accountability Division (consisting of the ELA Department, Math Department, Science Department, Social Studies Department, Magnet Division, ESL Division, Special Education Department, Special Area Directors/Department, and Title I Department). This division meets on a regular basis (2 times per month) to inform all stakeholders of the resources that are available to schools. Alignment of resources will continue under the direction of Dr. Li-Yen Johnson, with periodic updates from all directors.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<i>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i>	
a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).	The Teacher Evaluation Instrument is based on <u>A Framework For Teaching</u> by Charlotte Danielson 2 nd Edition. There are four domains (Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities) with each domain having four rating categories: Unsatisfactory, Basic, Proficient, And Distinguished.
b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.	Teacher Evaluation Instrument includes: goal setting conference; pre-observation conference; classroom observation; mid-year comprehensive conference; post observation conference; final comprehensive evaluation conference.
c) Clear dismissal pathway for ineffective teachers and principals.	The Quality Review Priority Level of Implementation Plan is a step-by-step outline for school administrators to follow for ineffective teachers. (See attached document.)



Quality Review Priority Level of Implementation Plan



School: _____ Date/Time of Observation: _____
 Teacher: _____ Academic Auditor: _____
 Grade: _____ Content Area: _____ Principal: _____

PRIORITY LEVEL	SCHOOL ADMINISTRATOR RESPONSIBILITIES	AUDITOR RESPONSIBILITIES
<input type="checkbox"/> HIGH HIGH PRIORITY: Areas that should be addressed immediately (within 48 hours) after the Quality Review. Area of Concern: <input type="checkbox"/> Domain 2: The Classroom Environment <input type="checkbox"/> Domain 3: Instruction	IMPLEMENTATION PLAN FOR ADMINISTRATOR	MONITORING PLAN FOR AUDITOR
	<div style="background-color: #ffffcc; padding: 5px; margin-bottom: 5px;"> Step 1 Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed immediately (within 48 hours) after the Quality Review. </div> <div style="background-color: #ffcc99; padding: 5px; margin-bottom: 5px;"> Step 2 Principal or Assistant Principal will conduct follow-up observations within the next 5 days of receipt of audit documentation (make at least 2 observations), meet with the teacher, and develop a three-week assistance plan. <input type="checkbox"/> Date Completed 1st Observation _____ <input type="checkbox"/> Date Completed 2nd Observation _____ <input type="checkbox"/> Meeting Date for Assistance Plan _____ </div> <div style="background-color: #ccffcc; padding: 5px; margin-bottom: 5px;"> Step 3 Principal or Assistant Principal will observe the teacher 2 or 3 times a week during the 3-week assistance plan. <input type="checkbox"/> Date Completed 1st Observation _____ <input type="checkbox"/> Date Completed 2nd Observation _____ <input type="checkbox"/> Date Completed 3rd Observation _____ <input type="checkbox"/> Date Completed 4th Observation _____ <input type="checkbox"/> Date Completed 5th Observation _____ <input type="checkbox"/> Date Completed 6th Observation _____ <input type="checkbox"/> Date Completed 7th Observation _____ <input type="checkbox"/> Date Completed 8th Observation _____ <input type="checkbox"/> Date Completed 9th Observation _____ </div> <div style="background-color: #ffccff; padding: 5px; margin-bottom: 5px;"> Step 4 If documentation warrants continued assistance plan, Principal or Assistant Principal will meet with teacher to develop a 3 to 5 week intervention plan. <input type="checkbox"/> Date of Intervention Plan Meeting _____ </div> <div style="background-color: #ff9966; padding: 5px;"> Step 5 If the teacher successfully completes the intervention plan, the Principal or Assistant Principal will continue with informal/formal observations. OR If a teacher displays continued disregard of professional obligations (i.e. no lesson plans, failure to use pacing guides, no curriculum mapping, no assessments), the progressive discipline process begins. </div>	<div style="text-align: center; padding: 10px;"> NOTE: Principal/Assistant Principal and the Auditor will be in weekly contact. </div> <div style="background-color: #ccffcc; padding: 5px; margin-bottom: 5px;"> Step 3 Auditor will follow-up with the Principal regarding the teacher assistance plan and complete a 2nd teacher observation within 3-weeks. <input type="checkbox"/> Date Completed 2nd Observation by Auditor _____ </div> <div style="background-color: #ffccff; padding: 5px;"> Step 4 During the intervention plan, the Auditor will complete a 3rd teacher observation. <input type="checkbox"/> Date Completed 3rd Observation by Auditor _____ </div>

NOTE: If academic support is needed during Step 3 and/or Step 4, contact the School Improvement Team members and/or content support personnel.



Quality Review Priority Level of Implementation Plan



School: _____ Date/Time of Observation: _____
 Teacher: _____ Academic Auditor: _____
 Grade: _____ Content Area: _____ Principal: _____

PRIORITY LEVEL	SCHOOL ADMINISTRATOR RESPONSIBILITIES	AUDITOR RESPONSIBILITIES
<input type="checkbox"/> MEDIUM MEDIUM PRIORITY: Areas that should be addressed 1 OR 2 times after the Quality Review. Area of Concern: <input type="checkbox"/> Domain 2: The Classroom Environment <input type="checkbox"/> Domain 3: Instruction	IMPLEMENTATION PLAN FOR ADMINISTRATOR <div style="border: 1px solid black; padding: 2px;"> Step 1 Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed for 2 times after the Quality Review. </div> <div style="border: 1px solid black; padding: 2px;"> Step 2 Principal or Assistant Principal will conduct a follow-up observation within 1 - 2 weeks of receipt of audit documentation, meet with the teacher, and discuss a plan. <input type="checkbox"/> Date Completed 1st Observation: _____ <input type="checkbox"/> Meeting Date for Assistance Plan: _____ </div> <div style="border: 1px solid black; padding: 2px;"> Step 3 If documentation warrants continued observations, Principal or Assistant Principal will meet with teacher to develop a 3 - 5 week intervention plan <input type="checkbox"/> Date of Intervention Plan Meeting: _____ </div> <div style="border: 1px solid black; padding: 2px;"> Step 4 If the teacher successfully completes the intervention plan, the Principal or Assistant Principal will continue with informal/formal observations. OR After deep conversations and support from Principal or Assistant Principal and if some improvement is noted, the intervention plan will continue with different types of support provided for 3 to 5 weeks. OR If NO progress is observed, the progressive discipline process begins. </div>	MONITORING PLAN FOR AUDITOR <p style="text-align: center;">NOTE: Principal/Assistant Principal and the Auditor will be in weekly contact.</p> <div style="border: 1px solid black; padding: 2px;"> Step 3 During the intervention plan, the Auditor will complete a 2nd teacher observation. <input type="checkbox"/> Date Completed 2nd Observation by Auditor: _____ </div> <div style="border: 1px solid black; padding: 2px;"> Step 4 If progress has been noted, the Auditor will complete a 3rd teacher observation to document improvement. <input type="checkbox"/> Date Completed 3rd Observation by Auditor: _____ </div>
<input type="checkbox"/> LOW LOW PRIORITY: Areas that should be addressed on an as-needed basis after the Quality Review. Area of Concern: <input type="checkbox"/> No concerns noted at this time.	IMPLEMENTATION PLAN FOR ADMINISTRATOR <div style="border: 1px solid black; padding: 2px;"> Step 1 Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed during the year. </div> <div style="border: 1px solid black; padding: 2px;"> Step 2 The Principal or Assistant Principal will continue with informal/formal observations based on the cycle of the teacher's evaluation. </div>	MONITORING PLAN FOR AUDITOR <p style="text-align: center;">NOTE: Principal/Assistant Principal and the Auditor will be in contact on an "as-needed" basis.</p>

NOTE: If academic support is needed during Step 3 and/or Step 4, contact the School Improvement Team members and/or contact support personnel.

d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.	IPS Human Resource Department is working together with the principal to follow IPS policy and procedures and to meet the time frame for hiring personnel.
e) <i>Appropriate</i> amount of instructional time added (if required by the model).	District leadership provides direct support in scheduling and professional development that will increase instructional time.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	
a) <i>Continuous</i> measurement of effectiveness of model's implementation provided.	Accountability protocol will be created for IPS central office, school personnel and any external consultants. A strong focus will be placed on using data and performance management to improve quality of teachers and learners. Periodic DATA reviews will be presented to the Associate Superintendent by the school leaders every nine weeks. District Curriculum and Instructional audits will take place every nine weeks focusing on targeted areas of needs (implementation and impact checks).
b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.	Based on the district Curriculum and Instructional audits (data), school administrators will reevaluate the elements of the model to make the needed adjustments.
c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.	Funding resources will be re-allocated to allow for the sustainability of the newly created infrastructure. District and school leadership will collaborate to develop a continuous process for meeting the individual growth needs of all staff. District Literacy Office coaches and facilitators will provide professional development to continue with the intervention model. Title I will provide any needed additional resources (such as materials).

E. 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) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

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

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>	<p>Guidelines from ED.gov: “If a school has begun implementation of one of the four models or components of one of the models within the last two years, it may apply to use SIG funds to continue to implement the full model.”</p> <p><u>New principal was selected on July 1, 2008</u></p> <p>The new principal was recommended and selected by the Superintendent of Schools, Dr. Eugene G. White.</p>	Superintendent	July 1, 2008

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>	<p><u>Selection of New Staff</u> The new principal screened and selected staff during the 2008-2009 school year to begin at the NEW magnet high school in the fall of 2009. IPS Human Resource Department is working together with the principal to follow IPS policy and procedures and to meet the time frame for hiring personnel.</p>	<p>*Principal *Human Resources</p>	<p>2008-2009 academic year to screen and hire new staff</p>
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p><u>Growing future “Turnaround” Leaders</u> The principal will work with the Curriculum & Instructional Accountability Division to train future leaders on a value-based leadership program focusing on the following areas: Teaching & Learning; Beliefs & Orientation; Strategic Management; and Leadership Qualities.</p> <p><u>Financial Incentives based on Student Growth</u> All teachers will have the opportunity to receive financial incentives based on student data and teacher evaluation—Teacher Incentive Program. Part I of the incentive is based on data (50%): ISTEP/ECA Test Scores (75% of students Pass test); Benchmark Scores (all four are 75% for 75% of the students); Scrimmages (75% of scrimmages are in yellow or green area); SRI Scores (scores improve from 1st test to second to third test for 75% of the students); Final Course Grades (75% of the students have B’s or higher in their final core subject grades); End of Semester/End of Year Exams (75% of the students show improvement from the end of semester to the end of year). Part II of the incentive is based on teacher evaluation in proficient or above (50%): Planning and Preparation (Knowledge of Content & Pedagogy, Knowledge of Student Setting Instructional Outcomes, Knowledge of Resources, Designing Coherent Instruction, Assessing Student Learning); The Classroom Environment</p>	<p>*Principal *Curriculum & Instruction Division</p>	<p>August 2010-May 2013</p>

	<p>(Creating an Environment of Respect And Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space); Instruction (Communicating with Students, Using Questions and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness); Professional Responsibilities (Reflection on Teaching, Maintaining Accurate Records, Communication with Families, Participating in a Professional Community); Evidence of a “Master Teacher” (Examples: Intervention Strategies, Accelerated Learning Activities, Student Projects, Technology Integration).</p> <p>Teacher Incentive Program Post-Evaluation will be completed by the principal with review by the Curriculum & Instructional Accountability Division.</p>		
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	<p><u>Job-Embedded Professional Development provided by Professional Development Support Teachers</u></p> <p>Certified teachers will provide classroom support to content teachers for professional development throughout the year during weekly PLC’s (professional learning communities). Five (5) professional development support teachers will be hired for in-house professional development. Training of the support teachers will occur with the district literacy and math departments.</p>	<p>*Principal *Literacy Office *Curriculum & Instruction Division</p>	<p>Summer 2010 Continuous training through-out year – May 2013</p>

5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	<p><u>Governance Structure</u></p> <p>With the approval of the Indiana Department of Education, Indianapolis Public Schools is researching and investigating external providers/partners that will help schools diagnose issues (including district-level baseline assessments of operating conditions and district and building capacity) and</p>	*Associate Superintendent	May 2010
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	design an instructional approach that will lead to student success. IPS will determine the external provider by mid-May 2010.		
6. <i>Use data to implement an aligned instructional program.</i>	<p><u>Implement Reading Apprenticeship</u> A new instructional approach, Reading Apprenticeship, is designed to help students across grade level and across all subject areas to successfully read and comprehend reading text. Reading Apprenticeship is an inquiry-based framework that is designed to deepen students' engagement and thinking about the text through metacognitive conversations. With the assistance of <i>WestEd</i>, all content area teachers will be trained on the principles of Reading Apprenticeship in the summer of 2010 (3-day professional development training) with follow-up throughout the year by the IPS District Literacy Office coaches and facilitators that are assigned to the building (weekly).</p> <p><u>Research</u>: Reading Apprenticeship is on the ed.gov website "What Works Clearinghouse." The National Center for Education Evaluation and Regional Assistance states that Reading Apprenticeship is, "a complex of set of interrelated components that together enable content teachers to engage students as critical readers." In five studies conducted since 1997, students whose teachers participated in RA training have become more confident, engaged and strategic readers (<i>WestEd</i>). From our data findings, Reading Apprenticeship will close the achievement in all content areas and increase academic literacy which will lead to improved student achievement in all content areas.</p>	*Principal *District Literacy Office	Summer 2010 Continuous training through-out year – May 2013

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>7. <i>Promote the use of data to inform and differentiated instruction.</i></p>	<p><u>Differentiate Instruction-Web-Based Individualized Instructional Program</u> Achieve3000[®] Solutions are designed and built upon decades of scientific research into how children learn to read, including studies from the National Writing Commission, the National Reading Panel, Carol Anne Tomlinson and more. In addition, they utilize accepted and proven benchmarks for assessment and instruction - from the Lexile Framework to the principles of NAEP. Achieve 3000 offers a means to individualized instruction and accelerate academic results to help students learn and practice critical reading comprehension strategies. This web-based program will differentiate reading instruction based on each student's Lexile[®] level. So while an entire class receives the <i>same</i> assignments and activities, each student receives the assignment tailored automatically and precisely to <i>his or her reading level</i>.</p> <p>Professional development training will take place during the summer of 2010 with follow-up throughout the year</p>	<p>*Principal</p>	<p>July 2010 – May 2013</p>
<p>8. <i>Provide increased learning time for students and staff.</i></p>	<p>District leadership provides direct support in scheduling and professional development that will increase instructional time.</p>	<p>*Principal *Secondary Director</p>	<p>August 2010- May 2013</p>

<p>9. <i>Provide social-emotional and community-oriented services/supports.</i></p>	<div style="text-align: center;"> <pre> graph TD A["21st Century Learning Broad Ripple Magnet High School for the Arts & Humanities"] --- B["Curriculum Focus Area: Reading Apprenticeship"] A --- C["Community Connection Service Learning/Global Citizenship/Mentoring Apprenticeships-Build Community Partners"] A --- D["School Culture Shared Beliefs, Customs, and Behavior will lead to Project Based/Authentic Learning"] </pre> </div> <p><u>Community-Oriented Supports</u> The school will collaborate with outside partners including but not limited to IUPUI – Literacy Department/ Math Partnership/Hoosier Writing Project/Service Learning Projects. These partnerships will develop support for teachers, students, and administrators.</p> <p>Through monthly collaboration with a Behavior Management Specialist, the culture of the school will be assessed and needs identified for ongoing improvement.</p>	<p>*Principal</p>	<p>July 2010- May 2013</p>
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➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Guidelines from ED.gov: "If a school has begun implementation of one of the four models or components of one of the models within the last two years, it may apply to use SIG funds to continue to implement the full model."

New principal was selected on July 1, 2008
The new principal was interviewed and recommended one year before the school opened as a 6-12 magnet by the Superintendent of Schools, Dr. Eugene G. White.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	X	

Transformation Model

(Guidance Document, Section E, pages 22-27)

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>			
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>			
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>			
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>			
6. <i>Provide increased learning time for students and staff.</i>			
7. <i>Use data to implement an aligned instructional program.</i>			
8. <i>Promote the use of data to inform and differentiate instruction.</i>			
9. <i>Provide mechanisms for family and community engagement.</i>			
10. <i>Give the school sufficient operational</i>			

<i>flexibility (staffing, calendars/time, budgeting).</i>			
11. <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>			

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

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All the elements of the selected intervention model are included.</i>		
2. <i>The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.</i>		
3. <i>The timeline demonstrates that all of the model's elements will be implemented during the 2010-2011 school year.</i>		

Restart Model

(Guidance Document, Section C, pages 19-20)

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

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All the elements of the selected intervention model are included.</i>		
2. <i>The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.</i>		
3. <i>The timeline demonstrates that all of the model’s elements will be implemented during the 2010-2011 school year.</i>		

School Closure

(Guidance Document, Section D, pages 21-22)

We will implement this model.

We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Close the school.</i>			
2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All the elements of the selected intervention model are included.</i>		
2. <i>The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.</i>		
3. <i>The timeline demonstrates that all of the model's elements will be implemented during the 2010-2011 school year.</i>		

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

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

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
2008-2009 Graduation Rate: 47%	By spring of 2010-2011, 60% of students will graduate from high school.	By spring of 2011-2012, 65% of students will graduate from high school.	By spring of 2012-2013, 70% of students will graduate from high school.
ECA English 10: N/A ECA Algebra I: Spring 2009-11%	By spring of 2010-2011, the percentage of students passing the End-of-Course Assessments will be 40% or above for English 10 & for Algebra I.	By spring of 2011-2012, the percentage of students passing the End-of-Course Assessments will be 50% or above for English 10 & for Algebra I.	By spring of 2012-2013, the percentage of students passing the End-of-Course Assessments will be 55% or above for English 10 & for Algebra I.
Grade 7 Spring 2009: 31% Grade 8 Spring 2009: 32%	By spring of 2010-2011, the percentage of students passing ISTEP+ in the areas of E/LA will be 42% or above in grades 7-8.	By spring of 2011-2012, the percentage of students passing ISTEP+ in the areas of E/LA will be 52% or above in grades 7-8.	By spring of 2012-2013, the percentage of students passing ISTEP+ in the areas of E/LA will be 60% or above in grades 7-8.
Grade 7 Spring 2009: 44% Grade 8 Spring 2009: 29%	By spring of 2010-2011, the percentage of students passing ISTEP+ in the areas of MATH will be 50% or above in grades 7-8.	By spring of 2010-2011, the percentage of students passing ISTEP+ in the areas of MATH will be 55% or above in grades 7-8.	By spring of 2010-2011, the percentage of students passing ISTEP+ in the areas of MATH will be 60% or above in grades 7-8.

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year.***

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

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

The Associate Superintendent is in charge of the Curriculum & Instructional Accountability Division (consisting of the ELA Department, Math Department, Science Department, Social Studies Department, Magnet Division, ESL Division, Special Education Department, Special Area Directors/Department, and Title I Department). This division meets on a regular basis (2 times per month) to inform all stakeholders of the resources that are available to schools. Alignment of resources will continue under the direction of Dr. Li-Yen Johnson, with periodic updates from all directors.

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

Attachment A: LEA Commitments Scoring Rubric

1. Design and implement interventions consistent with the final requirements.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>None</i> of the elements of the selected intervention model are described. ○ The descriptions of how the elements will be or have been implemented are <i>not included</i>. ○ The timeline demonstrates that <i>none</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models. ○ <i>No or little</i> engagement has occurred with the school community. 	<ul style="list-style-type: none"> ○ <i>Some</i> of the elements of the selected intervention model are described. ○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>. ○ The timeline demonstrates that <i>some</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models. ○ <i>Some</i> of the school community has been engaged in the progress and in providing input. 	<ul style="list-style-type: none"> ○ <i>All</i> the elements of the selected intervention model are included. ○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. ○ The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year. ○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, and implementing the selected intervention model. ○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points

<ul style="list-style-type: none"> ○ <i>No plan</i> exists to identify external providers. ○ Available providers have <i>not been investigated</i> as to their track record. 	<ul style="list-style-type: none"> ○ A <i>plan</i> exists to identify external providers willing to serve in the LEA’s part of the state. ○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement. 	<ul style="list-style-type: none"> ○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA’s part of the state. ○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.
<ul style="list-style-type: none"> ○ Parents and the community have <i>not been involved</i> in the selection process. ○ The provider <i>does not have</i> a track record of success. ○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract. ○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards. ○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>involved</i> in the selection process. ○ The provider selected <i>generally</i> has a track record of success. ○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract. ○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards. ○ The capacity of the external provider to serve the school is <i>briefly described</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process. ○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>. ○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract. ○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract. ○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards. ○ The capacity of the external provider to serve the school is <i>clearly described</i>.

*A proficient score is rating is needed for approval.

3. The LEA has or will align other resources with the interventions.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified. ○ Ways in which to align the interventions with resources have <i>not been provided</i> or <i>do not correspond</i> to the selected intervention model. 	<ul style="list-style-type: none"> ○ <i>Limited</i> financial and non-financial resources have been identified. ○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided. 	<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified. ○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.

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*A proficient score is needed for approval.

4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation <i>does not</i> differentiate performance across categories. ○ The principal and teacher evaluation process includes <i>one or no</i> observations, based on school/student performance. ○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals. ○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Very limited or no</i> additional instructional time added. 	<ul style="list-style-type: none"> ○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective). ○ The principal and teacher evaluation processes includes <i>a few</i> observations and is <i>less than 51%</i> based on school and/or student performance. ○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals. ○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model. ○ <i>Some</i> instructional time added (if required by the model). 	<ul style="list-style-type: none"> ➤ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective). ○ Teacher and principal evaluations process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance. ○ Clear dismissal pathway for ineffective teachers and principals. ○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Appropriate</i> amount of instructional time added (if required by the model).

(5) The LEA will provide evidence for sustaining the reform after the funding period ends.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>never or rarely</i> adapts implementation ○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Some</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity. ○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Continuous</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity. ○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.

*A proficient score is needed for approval.

Attachment B: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
<i>State Resources</i>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant