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

School Improvement Grant (1003g)
2011-2012

LEA School Application: Tier I and Tier II

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

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

School Name **NORTHWEST COMMUNITY HIGH SCHOOL (Grades 7-12)**

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:

X☐ **Turnaround** ☐ Restart

☐ Transformation ☐ Closure

Assurances

Indianapolis Public Schools assures that it will

_X_ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

_X 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

NA 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

_X_ 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

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

☑ Extending the period of availability of school improvement funds.

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

X "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➢ ***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 2010-11. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE

2011 AYP data will not be available from the IDOE until July 22, 2011 (target date). The most recent AYP data currently available is reported below (2010 AYP results).

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)

English/Language Arts – for Northwest High School Grades 9-12

Overall	77.9%	52	High: Reflects higher failure rate than 2008 AYP
Black	80.0%	56	High: Reflects higher failure rate than 2008 AYP
Hispanic	83.3%	30	High: "N" size less than 30 in 2008; AYP results not reported
Free & Reduced	78.6%	81	High: Reflects higher failure rate than 2008

			AYP
LEP	90.0%	27	High: "N" size less than 30 in 2008; AYP results not reported. English is not the first language in many homes. Students not fluent in native language.
Gambold Middle School (Grades 7 & 8) will be merged into Northwest Community High School (Grades 7-12) beginning in SY 2011-12. **Gambold AYP (did not make) data are reported below.**			
Hispanic	55.9%	56	High: No formal schooling for most, prior to coming to Gambold. Those with schooling experience were not literate in native language. No record/idea of their grade level (so students initially placed based on age-appropriate grade level).
Special Ed	72.7%	32	High: Administrators mistakenly believed that special education teachers could provide Reading instruction. (Special Education teachers not adequately trained—in college, nor through school-based PD—as Reading teachers).

Mathematics for Northwest High School (Grades 9-12)

Student groups not meeting AYP	**% of this group not meeting AYP**	**# of students in this group not meeting**	**How severe is this group's failure (high, medium, low); How unique are the learning needs of this group?**

		AYP	
Overall	72.3%	88	High: But does reflect 3.9 percentage point decrease from 2008 AYP
Black	74.6%	52	High: But does reflect a 10.2 percentage point decrease from 2008 AYP
Free & Reduced			High: But does reflect an 8.1 percentage point decrease 2008 AYP
Gambold Middle School Data (Grades 7 & 8)			
Special Ed	61.4%	27	High: "N" size less than 30 in 2008; AYP results not reported

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	What is at the "root" of the findings? What is the underlying cause?

NORTHWEST/Gambold Middle School

In the development of the SIG grant proposal, key needs were identified based on the most recently available data. Those data findings (e.g., 2010 ISTEP+ & ECA results) are reflected throughout this proposal. Preliminary 2011 ISTEP+ data results (as of June 27, 2011) are provided as additional information.

*Note: Northwest High School (9-12) will add Grades 7 and 8, beginning with the 2011-12 school year, becoming Northwest Community High School (Grades 7-12). Its **feeder school** for 7th and 8th grade students is **Gambold Middle School**. To inform planning for proposed SIG initiatives, middle school data from Gambold is included, as applicable.*

SUMMATIVE ACHIEVEMENT FINDINGS

ISTEP+ (Grades 7 & 8)

English/LA ISTEP+ Disaggregated by STUDENT GROUPS				GAMBOLD
Grades 7 & 8	Gambold Middle School		IPS	Preliminary
	Spring 2009	Spring 2010	Spring 2010	Spring 2011
Overall (all students)	40.72%	41.08%	44.21%	32%
Black students	36.22%	41.09%	40.75%	28%
Hispanic students	43.36%	40.16%	46.95%	42%
White students	48.57%	52.17%	49.85%	57%

Multiracial students	NA	41.67%	54.84%	NA
Free & Reduced Lunch	41.19%	40.85%	42.88%	32%
Paid Lunch students	37.74%	43.90%	56.87%	53%
Special Education	14.29%	12.70%	14.54%	10%
Limited English Proficient	22.12%	23.30%	30.76%	19%
Statewide E/LA pass rates Overall in Gr 7 = 72% and Gr 8 = 69%				

2010 English/Language Arts performance (*Overall)* is **lower than** the **district average** and **significantly lower than** achievement **statewide**, for all student groups. Most notably, the two lowest-performing groups are **special education** students and those who are **English language learners**.

Preliminary **2011 E/LA** results show **significant drops** in performance for student groups: Overall; Black students; Free & Reduced Lunch students; Special Education and ELL students. Groups showing **some improvement** include: Hispanic and White students and those who are not eligible for Free/Reduced lunches. As with 2010 data, the **lowest performing** groups are **special education** and **ELL** students.

Math ISTEP+ Disaggregated by STUDENT GROUPS				GAMBOLD
Grades 7 & 8	Gambold Middle School		IPS	Preliminary
	Spring 2009	Spring 2010	Spring 2010	Spring 2011
Overall (all students)	48.71%	53.51%	47.97%	37%
Black students	42.35%	49.01%	40.53%	32%
Hispanic students	54.55%	58.27%	58.89%	56%
White students	54.29%	60.87%	58.49%	50%
Multiracial students	NA	66.67%	52.80%	NA
Free & Reduced Lunch	49.85%	54.57%	47.10%	37%
Paid Lunch students	41.51%	46.34%	57.64%	59%
Special Education	30.36%	28.57%	26.22%	17%
Limited English Proficient	38.46%	45.63%	46.57%	42%

Statewide Math pass rates Overall in Gr 7 = 73% and Gr 8 = 72%	

While **2010** performance in Mathematics Overall is **higher than** the **district** average (and for nearly every student group), Overall achievement is well-below statewide averages. Again, the two lowest-performing groups are **special education** students and students who are **limited English proficient**.

Preliminary **2011 Math** results reveal **significant drops** in performance for all groups, except students who do not qualify for Free/Reduced Lunches. The **lowest performing** groups are students with **disabilities** and **Black** students.

Median Growth Performance				
Grades 7 & 8	Gambold MS		IPS	
	Spring 2009	Spring 2010	Spring 2009	Spring 2010
English/Language Arts	48	49	37	42
Mathematics	56	58	38	38
IDOE "Quadrant Designation" for Gambold: E/LA (LGLA) and Math (HGLA)				
0-34 = low growth; 35-65= typical growth; 66 and higher = high growth				

While the **rate of growth** has **slightly-increased** between 2009 and 2010, Gambold students continue to fall into the **Low-Growth/Low-Achievement** category for **English/Language Arts** growth performance. In **Mathematics**, however, while achievement remains low, **growth is** considered **high (HG/LA)**.

The IDOE will provide Growth performance for **2011** data in August 2011 (target date).

End of Course Assessments (**2010 results reported below**; 2011 do not yet include students from all testing periods)

END OF COURSE ASSESSMENTS: State Goal = 90% Pass Rate								
	NORTHWEST			IPS			Indiana	
Algebra I	N	# Pass	% Pass	N	# Pass	% Pass	# Pass	% Pass
2010	121	39	32.2%	2142	647	30.2%	48208	61.0%
Northwest's pass rate has increased from zero students passing in 2008 and only 4 percent passing Algebra I in 2009.								
English 10	N	# Pass	% Pass	N	# Pass	% Pass	# Pass	% Pass
2010	189	37	19.6%	1723	648	37.6%	47275	63.0%
English 10 was first administered in 2009-10 (spring) in IPS.								
Biology	N	# Pass	% Pass	N	# Pass	% Pass	# Pass	% Pass
2010	126	10	7.9%	1753	271	15.5%	27689	37.0%

The most recent End of Course Assessment pass rates are unacceptably low. While **Algebra I** has **dramatically-increased** to 32.2 percent in 2010 (up from zero in 2008 and 4 percent in 2009), the pass rate is **50 percent lower** than the **statewide** average.

English 10 ECA was administered for the first time, last year. **Less than 20 percent** of students taking the test **passed**, while the statewide average pass rate was 63 percent.

As is the case, statewide, the **lowest ECA performance** occurs in **Biology**. Only **7.9 percent** of 126 students

tested **passed**, as compared to an average of 37 percent statewide.

The following Chart shows the **2010 Algebra I** performance, **disaggregated** by student groups. The numbers of White and Multiracial students tested were too small for disaggregation, but **none** of the **special education** students tested **passed**.

2010 Percent Pass ALGEBRA I -- Disaggregated by STUDENT GROUPS			
NORTHWEST HS	Northwest % Pass	IPS % Pass	Indiana % Pass
Overall (all students)	32.23%	30.21%	61.00%
Black Students	24.64%	23.63%	33.35%
Hispanic Students	47.62%	43.20%	51.44%
White Students	NA	40.67%	68.19%
Multiracial Students	NA	31.18%	56.31%
Free & Reduced Lunch Students	33.64%	29.60%	46.83%
Paid Lunch Students	18.18%	32.11%	72.28%
Special Education Students	0.00%	13.68%	29.22%
Limited English Proficient	39.13%	34.09%	43.86%

The next Chart examines **longitudinal Algebra I performance** (from 2008 through 2010) by Standards Tested. This comparison demonstrates **significant improvement** in performance on tested standards and shows where curriculum and instruction is **stronger** (e.g., "Systems of Linear Equations") and where the **most adjustment** is **needed** (e.g., "Linear Equations & Inequalities").

2010 Percent Pass ALGEBRA I -- Disaggregated by STANDARDS TESTED					
NORTHWEST High School					
# Students	Linear Equations & Inequalities	Sketching & Interpreting Graphs	Systems of Linear Equations	Polynomials	Quadratic Equations
2008 - 266	19.0%	34.0%	21.0%	32.0%	17.0%
2009 - 201	19.0%	34.0%	21.0%	32.0%	17.0%
2010 - 121	26.3%	35.1%	51.5%	48.8%	35.1%
2010 IPS	27.5%	34.1%	38.4%	35.2%	36.3%

The **English 10 End of Course Assessment** was first administered in spring 2010. Those results are disaggregated by Student Groups, below.

2010 Percent Pass ENGLISH 10 -- Disaggregated by STUDENT GROUPS			
	Northwest % Pass	IPS % Pass	Indiana % Pass
Overall (all students)	**19.58%**	**37.61%**	**63.00%**
Black Students	16.52%	33.11%	37.85%
Hispanic Students	17.65%	36.57%	44.73%
White Students	42.86%	49.73%	69.27%
Multiracial Students	NA	42.42%	62.03%
Free & Reduced Lunch Students	17.68%	33.31%	46.76%
Paid Lunch Students	32.00%	50.95%	73.81%
Special Education Students	0.00%	12.97%	22.57%
Limited English Proficient	0.00%	11.43%	17.06%

With an Overall pass rate of 19.58 percent on the English 10 ECA, an analysis of Student Groups shows that White and more affluent students performed at the highest levels (42.8 percent and 32 percent respectfully). However, **none** of the **students with disabilities** or **English language learner** students tested **passed** the **English 10 ECA**.

With only one year of English 10 data available, longitudinal comparisons and patterns of performance by Standards Tested cannot be made. The following Chart compares the school's performance to the district averages attained in the "Reading Comprehension" and "Writing Applications" portions of the test. **Northwest** achievement was **notably lower than** the **district** average pass rates.

2010 Percent Pass ENGLISH 10 -- Disaggregated by STANDARDS TESTED			
	# Students Tested	Reading Comprehension	Writing Applications
NORTHWEST	187	26%	23%
IPS	1656	42%	35%

AYP and PL 221 calculations are based **on how many students** have **passed** the Algebra I and English 10 **ECA by the end of Grade 10**. By using cohorts to track these results we are able to see if the school is on track for the minimum requirements for these accountability measures.

Light blue is used to designate the ECA assessments that were administered during each of the cohort's **freshman** year.

Light green is used to designate the ECA assessments that were administered during each of the cohort's **sophomore** year.

ECA Results listed by % Passing in each Graduation Cohort

Algebra 1 ECA	Class of 2012	Class of 2013	Class of 2014
Spring 2008	0.8%	0.0%	0.0%
Spring 2009	1.2%	2.2%	0.0%
December 2009	0.0115	0.0221	0
Spring 2010	0.1077	0.1397	0.0678
Summer 2010	0.1154	0.1581	0.0678

ECA Results listed by % Passing in each Graduation Cohort

English 10 ECA	Class of 2012	Class of 2013	Class of 2014
Spring 2008	0.0%	0.0%	0.0%
Spring 2009	0.0%	0.0%	0.0%
December 2009	0.0%	0.0%	0.0%
Spring 2010	13.1%	0.7%	0.0%
Summer 2010	13.5%	0.7%	0.0%

December 2010	0.2923077	0.2830882	0.089
Spring 2011	0.3269231	0.4154412	0.1814346

December 2010	27.7%	1.5%	0.0%
Spring 2011	30.4%	25.0%	0.0%

SAT Results (College Readiness)

SAT Results								
	2009				2010			
	# Grads	# Taking SAT	% Grads Taking SAT	Math & Verbal Ave	# Grads	# Taking SAT	% Grads Taking SAT	Math & Verbal Ave
NORTHWEST	131	28	21.4%	826	127	17	13.4%	846
IPS	1064	295	27.7%	895	1055	298	28.3%	887
State Ave				1065				1059

The math and verbal sections of the SAT are worth 800 points each. Over the past two years, **participation rates** have **significantly dropped**, from 21.4 percent of graduates in 2009 to 13.4 percent in 2010. This reduction at Northwest High School is in contrast to the increased percentage of grads participating in SAT testing for the district. Student **performance** at Northwest, while **notably improved** from 2009 to 2010, **remains lower than** the **district** average and falls **far-below** the **Statewide average results** on both the **math** and the **verbal** subtests.

ACT Results (College Readiness)

ACT Results: Highest Score Possible = 36								
	2010				2009			
	# Grads	# Taking ACT	% Grads Taking ACT	Average Composite Score	# Grads	# Taking ACT	% Grads Taking ACT	Average Composite Score
NORTHWEST	127	54	42.5%	16.0	131	57	43.5%	16.4

IPS	1055	457	43.3%	16.9	1064	435	40.9%	17.3
Average Indiana Composite Score				21.1				

With a total of 36 points possible, Indiana's 2010 average composite score on the ACT is 21.1 Over the past two years, the **percentage** of Northwest graduates **taking** the **ACT** has **decreased**, as have the average composite score results. Further, **composite scores** are **below** the **IPS average** and **well below** the **Indiana average**. Disaggregated results reveal that of the tested domains (English, Math, Reading, Science and Writing), Northwest students' **lowest scores** occur in the content areas of **English, Reading and Writing**.

Advanced Placement Exams (College Readiness)

NORTHWEST High School			
Advanced Placement Exams			
Advanced Placement Goal: 25% of Indiana students will pass at least one (1) AP Exam			
	2008	2009	2010
# Grads who Took AP Exam	24	26	20
% Grads who Took AP Exam	17.6%	19.8%	15.7%
% Grads who Passed AP Exam	2.9%	1.5%	0.0%

During the **2009-10** school year, 28.9 percent of Indiana graduates took at least one AP exam. Of those students, 44 percent passed. This represents **12.2 percent** of **Indiana graduates passing** AP Exams. The figures above represent unduplicated counts, i.e., students taking multiple AP tests only counted once. Within **Indianapolis** Public high schools, the 2010 AP **pass rate for graduates** was **3.9** percent.

The **number and percentage** of **graduates taking** the AP exam at Northwest have **significantly dropped** and remain well-below the State averages. More importantly, while **15.7 percent** of Northwest **graduates attempted** an AP Exam in 2010, **they did not pass** the test with a score of 3 or higher. Notably, **nearly all** of

these students **passed** their **AP coursework** -- pointing to a significant disconnect between classroom expectations and the rigor of the College Board AP exam.

Dual Credit Coursework (College Readiness)

Students at Northwest **have not taken** Dual Credit coursework **since** the **2008-09** school year.

International Baccalaureate Coursework (College Readiness)

During the **2009-10** school year, **15 students** were **enrolled** in IB coursework at Northwest High School. **All** 15 **passed** their **IB courses** during 2nd semester. For the **2010-11** school year, **25 students** are **taking IB coursework** (14 juniors and 10 seniors). **Twenty-four of** the **25** students **passed** their **courses** during the **1st semester** (with a "D" or higher). They **did not**, however, **pass** the College Board **AP exam**.

Graduation Rate

	GRADUATION RATE		
	State Goal: 90% Grad Rate		
	2008 Grad Rate	2009 Grad Rate	2010 Grad Rate
NORTHWEST	45.5%	49.6%	57.2%
Cohort Size		264	222
IPS	47.2%	48.6%	58.3%
Cohort Size			1810
Indiana	77.8%	81.5%	84.5%

Northwest's rate is **near** the **district average**, but remains **dramatically below** the **2010 Indiana average rate** of 84.5 percent. It should, however, be noted that Northwest's rate of growth (increased rate of graduates) is *greater than the State's rate*. Over a 3-year period, **Northwest's rate increased 11.7 percentage points** (from 45.5 percent in 2008 to 57.2 percent in 2010), while the **State's growth rate** over this same period is at **6.7 percentage points** (from 77.8 percent in 2008 to 84.5 percent in 2010).

The next Chart shows the **past two years** of graduation rates and contrasts **disaggregated** performance among Student Groups in comparison with State average results.

Percentage of Graduates by Poverty & Ethnicity					State average growth 2009 to 2010	Northwest HS growth from 2009 to 2010
2008-09			2009-10			
NORTHWEST High School	State		NORTHWEST High School	State		
49.6%	81.5%	Overall	57.2%	84.5%	3 points	7.6 points
49.4%	68.0%	Free Lunch	63.9%	71.1%	Undet.	14.5 points
		Reduced Lunch		86.4%		
45.0%	86.9%	Paid Lunch	50.8%	90.9%	4.0%	5.8 points
50.0%	66.0%	Black	59.1%	72.3%	6.3%	9.1 points
50.0%	84.4%	White	< 10 students	86.9%	2.5%	Undet.
42.5%	69.8%	Hispanic	44.0%	76.9%	7.1%	1.5 points

While Northwest's 2010 Overall graduation rate is unacceptably low (at 57.2 percent) as compared to the State average 2010 graduation rate at 84.5 percent, **Northwest's** 7.6 Overall percentage point **rate of improvement** from 2009 to 2010 is **more than double** the State 3 percentage point increase.

When graduation rate trends are **disaggregated** among student poverty and ethnicity groups, Northwest's **greatest improvement** (with a 14.5 percentage point increase from 2009 to 2010) is shown for **students of**

poverty. Its **smallest growth rate** (with a 1.5 percentage point increase from 2009 to 2010) occurs among **Hispanic** students.

Waivers versus ECA Pass Rates

NORTHWEST: Grads Passing ECA vs Grads Granted Waivers			
	2007-08	2008-09	2009-10
Percent of grads who passed Indiana's ECA	65%	72%	71%
Percent of grads granted waivers for ECA	35%	28%	29%

The **End of Course Assessments** (Algebra I, English 10 and Biology) are **Indiana gateway courses to graduation**. It should be noted that while Northwest has significantly increased its graduation rate, it is important to also monitor "ECA vs. Waiver" trends over the next three year period. The goal is to **increase ECA** pass rates and **decrease waiver** rates.

FORMATIVE ACHIEVEMENT FINDINGS

Scholastic Reading Inventory (SRI)

The SRI is **administered three times per year** (fall, mid-year and spring) to **ascertain** students' **reading proficiency** in Grades 7-10. The data provided below represent proficiency levels for the **mid-year data** collection point for the **2010-11** school year.

GAMBOLD MS (7 & 8) and NORTHWEST HS (9 & 10)

	Students 5+ Years Below	Students 4+ Years Below	Students 3-4 Years Below	Students 2-3 Years Below	Students 1-2 Years Below	Students 0-1 Years Below	Students On Grade Level	Students 1+ Years Above	Total Students
Grade	0- 249 Lexiles	250-499 Lexiles	500-599 Lexiles	600-699 Lexiles	700-799 Lexiles	800-849 Lexiles	850-1100 Lexiles	1001+ Lexiles	
7	23	30	32	24	60	40	92	15	316
	109/316 = 34% of students 2+ years below level						107/316 = 34% on/above		
8	0-499 Lexiles	500-599 Lexiles	600-699 Lexiles	700-799 Lexiles	800-849 Lexiles	850-899 Lexiles	900-1150 Lexiles	1151+ Lexiles	
	44	12	17	51	24	34	68	22	272
	124/272 = 46% of students 2+ years below level						90/272 = 33% on/above		
9	0-599 Lexiles	600-699 Lexiles	700-799 Lexiles	800-849 Lexiles	850-899 Lexiles	900-999 Lexiles	1000-1200 Lexiles	1201+ Lexiles	
	31	8	18	24	16	33	42	12	184
	81/184 = 44% of students 2+ years below level						54/184 = 29% on/above		
10	0-699 Lexiles	700-799 Lexiles	800-849 Lexiles	850-899 Lexiles	900-999 Lexiles	1000-1024 Lexiles	1025-1250 Lexiles	1251+ Lexiles	
	57	14	22	27	32	8	51	26	237
	120/237 = 51% of students 2+ years below level						77/237 = 32% on/above		

TOTAL	155	64	89	126	132	115	253	75	1009
	434/1009 = 43% of students 2+ years below level						328/1009 = 33% on/above		

Gambold (feeder school sending all 7th and 8th grade students into Northwest next year) and Northwest freshmen and sophomore data reflect significant literacy needs. The findings reveal that:

- **34 percent** (109) **Grade 7** students read at levels **two (or more) years below grade level**. *Note that an additional 60 students read at least a year below grade level.*
- **46 percent** (124) **Grade 8** students read two or more years below level
- **44 percent** (81) **Grade 9** students read two or more years below level
- **51 percent** (120) **Grade 10** students read two or more years below level

Overall, **434** of 1,009 **students** (43 percent) have **reading proficiency levels** that are **at least two years below** grade level. Conversely, only **33 percent** of students (overall) read **at grade level (or higher)**.

Scrimmage Assessments

Scrimmage assessments are **formative tests**, **aligned** to the district's *Instructional Calendar* (pacing guide) and **administered district-wide** to ascertain students' attainment of **Indiana Academic Standards** taught over a three-week instructional period.

The scores reported compare the **percentage of correct responses** of students tested in the school, compared with the average percentage correct across district schools serving the same grade level.

The following Charts displays **2009-10** and **2010-11 Scrimmage results** from August through March, as

compared to district-wide results for relevant grade levels, for both **English/Language Arts** and for **Mathematics**.

SCRIMMAGE DATA: English/Language Arts					
NORTHWEST	Aug-09	Oct-09	Nov-09	Jan-10	Mar-10
Gr 9 NW	53.8%	51.5%	69.4%	70.2%	70.2%
Gr 9 IPS	54.0%	51.1%	66.2%	57.0%	62.0%
Gr 10 NW	42.0%	52.4%	53.7%	65.9%	46.2%
Gr 10 IPS	48.1%	64.1%	58.5%	62.9%	51.9%
	Aug-10	Oct-10	Nov-10	Jan-11	Mar-11
Gr 9 NW	50.5%	50.7%	65.0%	51.0%	57.1%
Gr 9 IPS	53.6%	59.0%	72.3%	57.3%	56.6%
Gr 10 NW	42.6%	54.1%	56.0%	61.0%	26.0%
Gr 10 IPS	48.2%	60.3%	61.6%	72.7%	50.4%

These data show that students at Northwest High School **perform below their counterparts** in other district high schools. In some instances, less than 50 percent of students tested do not demonstrate mastery of the standards taught. Notable, while performance in Grade 9 improved on the March 2011 Scrimmage, results plummeted for students in Grade 10.

SCRIMMAGE DATA: Algebra					
NORTHWEST	Aug-09	Sep-09	Nov-09	Jan-10	Feb-10
Algebra NW	58.6%	72.8%	48.7%	55.1%	51.2%
Algebra IPS	54.0%	51.1%	66.2%	57.0%	62.0%
	Aug-10	Oct-10	Nov-10	Jan-11	Mar-11
Algebra NW	46.7%	45.3%	58.0%	57.0%	46.0%
Algebra IPS	53.6%	59.0%	72.3%	57.3%	56.6%

Scrimmage performance for Northwest algebra students is **well-below the achievement of their peers in other district high schools**. While there appears to be improvement shown on the November 2010

Scrimmage (as compared to 2010 trend data, and as compared to November performance last year), the improvement is not sustained during the March 2011 reporting period.

SNAPSHOT of KEY ACHIEVEMENT FINDINGS

Snapshot of Key Achievement Findings			
HIGH NEED AREA	NORTHWEST		
	SNAPSHOT		COMMENTS
Poverty	82 % poverty		
Ethnicity	29% Hispanic		
Special Populations	20% ELL		
	19% Special Ed		
% Pass ISTEP English/LA (Gambold)	41.1% (2010 data)		Lowest pass rates: 12/7% special education students; 23.3.% ELL
% Pass ISTEP Math (Gambold MS)	53.5% (2010 data)		Lowest pass rates: 28.5% special education; 45.6% ELL
Median GROWTH Perform. (Gambold)	LG/LA English	HG/LA Math	Low growth in E/LA; High growth (but low achievement) in Math
% Pass ECA Algebra I	32.2% (2010)	Pass rate increased from zero in 2008 and 4% in 2009. 2010 data shows no tested sp ed students passed.	
% Pass ECA English 10	19.6% (2010)	These 2010 results represent the first year test administered. No ELL or Sp Ed students passed.	
% Pass ECA Biology	7.9% (2010)	Like Indiana results, the pass rate for ECAs is the lowest for Biology. State Avg. 37%	
AYP	NO (2010)	Did not make AYP in 2010. Missed in 17 of 17 cells (100%)	

SAT	13.4% Take (Math & Verbal: 846. State average 1059)	Participation rates dropped dramatically (21.4% in 2009). 2010 performance is very low, but improved by 20 points (Math & Verbal was 826 in 2009)	
ACT	42.5% Take (16 composite avg. State avg. 21.1)	2010 participation rates lower (43.5% of graduates in 2009). Composite average dropped to 16 (from 16.4 in 2009). Perfect score is 36. State average is 21.1	
Advanced Placement Test	15.7% grads Take/0% Pass AP Exam	2010 participation rates lower (19.8% of graduates in 2009). In 2009, pass rate (3 or higher) was 1.5% of students. Zero students passed in 2010. State Average for graduates: 12%	
Dual Credit	0.0%		No students have taken Dual Enrollment classes since 2008-09.
Scrimmage Results for E/LA and Math	Generally below IPS average		In too many cases, less than 50% of questions are answered correctly,
SRI 2+ years **below** grade level Reading	*# Students*	*% Students*	
Gr 7	109/316	34%	Gambold
Gr 8	124/272	46%	Gambold
Gr 9	81/184	44%	Northwest
Gr 10	120/237	51%	Northwest
Total #/% below Reading	434 Students	43%	Nearly half of all students read below grade level.
Grad Rate	57.2% (2010)		Up from 49.6% in 2009
Dropout Rate	26.1% (2010)		Down from 26.5% previous year.
% grads Pass via ECA	71.0% (2010)		Percentage graduating via ECA dropped from 72% in 2009, with 28% granted waivers. Trend should be just the opposite.
% grads Pass via Waivers	29.0% (2010)		

ROOT CAUSES of POOR ACHIEVEMENT

Northwest High School: ROOT CAUSES
Assessments & Using Data
Northwest does not have a **comprehensive data management system** to collect and analyze data. As a result, there is not deep understanding among administrators or staff of **patterns** and **trends** in performance and **progress** by cohort, grade, subgroup or individual.
Classroom *Scrimmage Reports* provide **disaggregated results** for each test item. Teachers can see the number of students who respond to correct (and each incorrect) item. This should help teachers understand where students require re-teaching. These formative **data are not being used to inform instruction and make necessary adjustments**. In those instances where **re-teaching** does occur, it is generally to the **whole class** -- with most lessons having students undertake the **same task** with the **same teacher** and the **same expectations**.
Instruction
Nearly half of all students read below grade level and, thereby, struggle with the complex text of high school content course work. Current "Reading" **strategies** are **not effectively accelerating students' Reading proficiency**. This year's mid-year **performance evaluations** rate Reading Teachers' *Instruction* (Domain 3) at the **"Basic"** level (next to lowest performance rating).

Low-level instruction is at the root of the poor student outcomes. The **pervasive culture does not promote collegiality**, a **sense of shared purpose**, or a **vision for turning around performance** (of students or of staff).
Teachers blame students as the reason for low scores.
While the current principal has facilitated change in behavior within the school, the principal (or assistant principals) have **not** galvanized the faculty into **a cohesive, driven unit** ready to **make a difference in the instructional setting**.
With **20 percent ELL students** and **19 percent** of **students with disabilities**, strong need exists for highly-effective Special Populations teachers and content teachers skilled at differentiating instruction. 2010-11 mid-year **performance evaluations** in Domain 3 (Instruction) show that **50 percent** (1 of 2) of **ESL/ENL teachers** and **33 percent** of **Special Education teachers** (3 of 6) are **rated "Basic"** (next to lowest performance rating level).
Teachers (and administrators) are not **monitoring and improving the quality of instruction through a rigorous process**. A **common understanding of effective learning and teaching** -- including differentiating instruction -- is needed.
There is too little **time to meaningfully plan**, especially in collaboration with colleagues.
Too many lessons do not evidence **clear learning objectives** to which students can refer during the lesson. Students often do not know **why they are completing tasks** and **how teachers will assess** their learning.
While federal funds support academic needs, **no initiatives** are in place **to further support students who are failing** the ECA in **Biology** (lowest ECA pass rate).

There is no **clear link between assessment, planning and learning**.
Student Expectations, Engagement & Relationships with Adults
Too many students are not routinely in school. **Student attendance** rate is **90 percent**. (Nearly 40 percent of students have **10 or more unexcused absences**.
Expectations for students **after high school** are **very low**, as evidenced in **dropping participation rates in SAT and ACT testing**. **Performance levels fell** -- with poorest ACT achievement in the content areas of English, Reading and Writing. No students participate in **Dual Enrollment** coursework (since 2009), since high-achievers are steered towards IB program. Only 25 students in **IB** (up from 15), but **none passed AP exam**. Academic **expectations and course rigor** are lacking.
Most classrooms lack the **display** of students' **high quality work**, **exemplars** and task-specific **rubrics**.
Many interactions between adults and students in the hallways focus on the dress codes; **positive and achievement-focused interactions** are not the norm.
Motivated, articulate students are not challenged. There are too many missed learning opportunities, due to **teachers' low-expectations**.
While there is recognition of the importance of parental involvement by administrators and staff, there is little evidence of **strategic efforts to attract parents** into the school -- other than events like "Parents in Touch" day, or to receive report cards.
Professional Development

The **process** in place **for supporting teachers to improve** as professionals is **inadequate**.
District-driven trainings rule the day (some critical to support district-wide efforts, e.g., trainings for curriculum pacing/*Instructional Calendars*). But, generally, **PD is not focused on school-specific issues and needs**.
Often is "**one-shot**" without any/**sufficient follow-up to support use** of learned strategy, nor **to monitor the implementation** of learned strategies.
Trainings are **not differentiated** according to **teacher needs**.
Leadership
There is **insufficient (ineffective) accountability** for the use of formative, summative or transformative assessment data. Building administrators are **not routinely meeting with teachers** to **meaningfully discuss** and **track** results, to then **adjust** instruction and expectations, nor to **address** student needs identified through appropriate interventions.
Increased **graduation rate** and slightly lower **dropout rates** are credited, in part, to the Indianapolis Chamber of Commerce "Common Goal" initiative -- placing **Graduation Coaches** into targeted high schools to address non-academic barriers with identified high-risk students and their families--with intentional focus on Grade 9.
The current principal **must work within the confines of district teacher contract language** when seeking to recruit highly-effective staff. This requires the recruitment of teachers in the surplus pool. **Hiring and firing restrictions limit the principals' authority** to **identify those teachers needed** in this struggling school.

Administrators' classroom **observations, walkthroughs and feedback** are not systematic and effective in **building on teachers' strengths** and **providing support** for them to improve. The frequency for observations varies and some teachers rarely see the principal in class.
The current principal does not receive targeted, individual support to **develop the required skills to effect school improvement** at the pace needed.
There is no system for **distributing leadership to teachers,** leaving administrators as the prime agents for change.

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.

	2008-2009	2009-2010	2010-11
1. Number of minutes within the school year that students are required to attend school	64,800	64,800	64,800

2. Dropout rate*

	DROPOUT RATE			
	2008 Dropout Rate	2009 Dropout Rate	2010 Dropout Rate	2011 Dropout Rate
NORTHWEST	30.4%	26.5%	26.1%	Data not yet available
# of Students	91	70	58	
IPS	29.6%	29.8%	24.6%	
Indiana	10.3%	8.7%	6.3%	

In 2010, Northwest's **graduation rate jumped** from 49.6 percent to 57.2 percent. Its dropout rate dropped slightly, but **still leaves roughly one in four students at risk**.

The dropout rate at Northwest remains higher than the district rate, and dramatically higher than the State's. **Disaggregated** dropout rates, by student group, show: 34% Hispanic; 33% special education; 30% ELL; 27% for students not eligible for free/reduced lunches; 25.5% Black; 25.4% general education; 23.6 free/reduced lunch eligible; and 18.2% White.

3. Student attendance rate (must be a percentage between 0.00 and 100.00)

2008-09	2009-10	20010-11
97.2%	90.9%	94.1%

Northwest's student attendance rate **plummeted** from 97.2 percent in 2009 to 90.9 percent in 2010. **Poor record keeping** by the school's attendance secretary is a significant root cause factor (e.g., failure to appropriately account for those with approved medical or court orders that caused them to miss part of an instructional day).

4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework

5. Number of students completing dual enrollment classes

Detailed charts and analyses were provided for these topics in the previous application section, but summarized Findings and Root Causes are provided here.

College Readiness	# of Students Taking 2008-09	# of Students Taking 2009-10	# of Students Taking 2010-11
Advanced Placement	26 students (19.8%)	20 students (15.7%)	Data not yet available
Dual Credit	0	0	
International Baccalaureate		15	

During the 2009-10 school year, **28.9 percent** of **Indiana graduates took** at least one **Advanced Placement** (AP) exam. Among Indiana graduates, 44 percent passed an AP exam. This represents **12.2 percent** of **Indiana graduates passing** AP Exams.

At **Northwest**, the number and percentage of **students taking** the AP exam **substantially dropped**.

While 15.7 percent of Northwest students took at least one AP exam, **none passed** with a score of 3 or higher.

Since **nearly all** of these same students **passed** their **AP coursework**, there is a **significant disconnect** between the **rigor** of classroom instruction and the expectations held for students as compared to the rigor of the College Board AP exam.

Counselors and teachers have been **ineffective** in **promoting College Readiness**, as further evidenced by dropped participation rates in students taking the SAT and ACT exams.

<table>
<tr><td></td><td>Dual Credit coursework has not been offered since 2008-09. While administrators have effectively reduced discipline issues, academic leadership, oversight and accountability has been sorely lacking.</td></tr>
<tr><td>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</td><td>
<table>
<tr><th>2008-09</th><th>2009-10</th><th>2010-11</th></tr>
<tr><td>BAS
SS</td><td>BAS
SS</td><td>BAS
SS</td></tr>
</table>
As will be evidenced and explained in detail within this grant proposal, learning time will be increased and enriched at a variety of levels through the support of SIG funding. Examples include:
A new district Balanced Calendar (effective in 2011-12) will embed a two-week fall Intersession (break) and one-week spring Intersession (break) that will be used to provide full-day remedial and enrichment activities for participating students.
Unlike other district schools, nearly all Turnaround grant students will be required to attend. Academic content focus for SIG schools will include Science/Biology (in addition to the English/language arts and Mathematics focus for other schools).
Participation in Intersessions will extend the 180-day school year to a 195-day school year.
Two-hour, after-school Learning Centers will extend purposeful learning for students. For example, as a SIG-funded Turnaround school, monies will be dedicated to specifically target students who are reading below grade level for required extended-day learning to accelerate their reading proficiency.
</td></tr>
<tr><td>7. Discipline incidents*</td><td>DISCIPLINE & TRUANCY and Grade 9 Retention</td></tr>
</table>

8. Truants (# of unduplicated students, enter as a whole number)	

	2008-09	2009-10	2010-11
Number of Students Suspended	328	180	Data not available
# Suspended/Expelled for Drugs, Weapons, Alcohol	15	8	
# Truant with >10 Unexcused Absences	82	306	
# of Students Retained in Grade 9	84	66	

While the numbers of students **suspended** have **dramatically decreased**, the rate of **truancy** is **roughly four times higher** (306 of 837 students, or **37 percent**).

The current principal has made significant improvements in the behavior of students, making Northwest High School **far more calm and safe** for both students and staff. However, stepped up responses to tardiness, dress code and ID infractions have resulted in a **prevailing punitive and reactive culture** rather than promoting and rewarding positive compliance and contributed to steeped truancy rates.

Notably, the rate of retention of Grade 9 students has decreased, however the 66 retained students represent 33 percent of the freshman cohort.

Insufficient attention has been paid to **tracking credits** obtained by freshmen and **intervening** to ensure they do not continue to fall behind -- thus endangering their chances for graduating.

9. Distribution of teachers by performance level on LEA's teacher evaluation system

To provide the most relevant data, the following chart displays the distribution of school staff based on the **2010-11 mid-year performance evaluation ratings**. Note: These data served as *one of the reference points* as the new turnaround principal (effective for SY 2011-12) made staffing decisions regarding the retention of existing staff.

An **evidenced-based teacher evaluation model**, based on the work of Charlotte Danielson, focuses teacher evaluation on the **four major domains of teacher supervision and evaluation**: (1) Planning & Preparation; (2) Classroom Management/Student Engagement; (3) Instruction/Assessment; and (4) Teacher Professional Obligations.

The **ratings in the Chart below** reflect teacher effectiveness within **Domain 2** (Classroom Management/Student Engagement) and **Domain 3** (Instruction/Assessment).

GAMBOLD MIDDLE SCHOOL (Gr 7 & 8 moving into Northwest)			
Domain 2: Classroom Management & Student Engagement		Domain 3: Instruction & Assessment	
2 of 43 (5%)	Distinguished	3 of 43 (7%)	Distinguished
23 of 43 (53%)	Proficient	23 of 43 (53%)	Proficient
8 of 43 (19%)	Basic	8 of 43 (19%)	Basic
2 of 43 (5%)	Unsatisfactory	1 of 43 (2%)	Unsatisfactory
8 of 43 (19%)	Not Rated	8 of 43 (19%)	Not Rated

These data provide **evidence of differentiation** among teacher evaluations. This can be credited to **district training** efforts for principals to more honestly and effectively measure teacher impact on learning.

<table>
<tr><td></td><td>As a prospective SIG Turnaround school, at least 52 percent of Northwest staff will be replaced. The current school administrators have rated 75 percent of Northwest staff as effective (distinguished/proficient) in Classroom Management and 55 percent of staff were rated effective in Instruction.

The new Turnaround Principal has used these data, combined with teacher observations, individual interviews and discussions with the Turnaround Director to determine which existing staff are best suited for retention in the turnaround school.</td></tr>
<tr><td rowspan="2">10. Teacher attendance rate</td><td>TEACHER ATTENDANCE RATES<table><tr><th>2008-09</th><th>2009-10</th><th>2010-2011 (March)</th></tr><tr><td>95.38%</td><td>95.00%</td><td>95.23%</td></tr></table></td></tr>
<tr><td>While not alarming, fairly consistent teacher attendance rates are lower than desirable. End of year 2010-11 teacher attendance rates dropped to 94.81 percent.</td></tr>
</table>

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.				X	1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.				X	2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.		X			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.

Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.			X		6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.			X		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.		X			1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.			X		3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.		X			4. Is rigorous and 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.			X		5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.		X			6. Is differentiated for struggling students.
Data - Formative Assessments	**1**	**2**	**3**	**4**	**Data - Formative Assessments**
1. Are not regularly used by teachers.		X			1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.		X			2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.		X			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.			X		1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.			X		2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.		X			3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				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.				X	1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.			X		2. Creates a safe learning environment within the school and within the community.
			X		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.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.			X		3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
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.			X		4. Investigates students' education prior to coming to the United States; home languages; 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		5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

B. Selection of School Improvement Model

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

➢ ***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: **TURNAROUND MODEL**

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

A U.S. Department of Education analysis of 283 Tier I and II districts, in the seven states that awarded SIG grants in fall 2010, show that the overwhelming number of districts (70 percent) selected the Transformation Model. With only 21 percent of districts nationwide opting for the Turnaround Model, it ranked a distant second – with only 6 percent selecting Closure and 3 percent for Restart.

Indiana 2010-11 model selection numbers reflect a pattern similar to the national level, with four of seven schools selecting the Transformation Model. Two of the three Indiana schools opting for the Turnaround Model reside in Indianapolis Public Schools. Both of those turnaround high schools have worked hard to fully implement their SIG proposals and impact student achievement in their schools. From them, we have learned invaluable lessons across their first year of implementation, which also are part of our Data Findings.

In addition to community meetings held by district officials and ongoing discussions with our two turnaround principals to solicit their input, a **comprehensive needs assessment** and the **analyses of data findings** led to the identification of existing needs and areas of highest priority. Findings from *Student and School Data* results and *Root Causes*—augmented by information gained through the *Self-Assessment of Practices in High-Performing Schools* survey, the school's *Leading Indicators* data and *Root Causes*, and the IDOE's *Quality Review Report* findings—were the basis of our needs assessment and analyses.

An examination of all data sources, influenced by research findings for successful school reform, led to our **decision to select the Turnaround Model** on the basis of its aligned fit with our most compelling needs. **Within this section (B Q1), Turnaround Model requirements are identified**—followed by **school-specific data findings aligned to those requirements**. In **the next section (B Q2)**, we demonstrate our ***implementation of these requirements*** and how they create teacher, principal and student change.

TURNAROUND MODEL REQUIREMENTS and ALIGNED DATA FINDINGS

Adopt a New Governance Structure

The *transformation* model requires the assignment of a new principal, though *not new instructional staff* members, and it is generally viewed as the most feasible and politically palatable choice. Conversely, the **Turnaround Model** entails more aggressive shifts in staffing – **requiring the replacement of the principal and at least 50 percent of the existing instructional staff**. While this is difficult, we believe that in the end, significant improvement is about people – more

than programs. Chronically low-performing schools demand significant change in staffing, expectations, cultures and methodologies. Leadership and teachers are the most influential factors in turning around school performance.

The Turnaround Model also requires increased operational flexibility and authority of turnaround principals, thus enabling their ability to make **ongoing and timely hiring and firing decisions not available to traditional** Indianapolis Public School **principals**.

Aligned Data Findings

- Student pass rates on **graduation gateway assessments** are abysmal (32.2 percent on Algebra I; 19.6 percent on English 10; and only 7.9 percent on Biology).
- Only 71 percent of graduates pass via ECA; **29 percent** of students **graduate via Waivers**.
- While the graduation rate has increased, the **dropout rate remains at 26.1 percent**, leaving roughly one in four students at risk of not finishing school.
- Based on 2010-11 mid-year teacher performance evaluations (conducted by current administrators), **55 percent of staff are rated *Basic* or *Unsatisfactory*** (the lowest two category ratings) in Domain 3 (Instruction/Assessments).
- The current principal **does not hold teachers accountable** for **using data** to drive decision-making and adjust instructional practice. Routine meetings are not in place for the principal to discuss and track results and then adjust instruction and provide interventions.
- There are insufficient **systems for distributing leadership to teachers**, leaving administrators as the prime agents for change.

- The current principal **must work within the confines of district teacher contract language** when seeking to recruit highly-effective staff. Hiring and firing restrictions **limit the principal's authority** to identify those teachers needed in this struggling school.

Within the new governance structure, the Turnaround Model also anticipates the creation of a district **Turnaround Office**. Through resources provided under the SIG grant, the Indianapolis Public Schools implemented, in school year 2010-11, *Phase 1* of a multi-year plan to turnaround its persistently lowest-achieving schools. With only two schools participating in the first year SIG initiative, a **Turnaround Office** was not established. The district's Associate Superintendent served as the Turnaround Officer, providing new turnaround principals at George Washington and John Marshall Community High School direct-report authority to support their implementation efforts.

Aligned Data Findings

- Our first year of implementing the SIG Turnaround Model has taught us a lot. Experience revealed the complexities and ongoing efforts required of the district's central office to adequately support turnaround principals in a timely and comprehensive manner. As we move into *Phase 2* of our multi-year plan to apply for and implement *three additional SIG-funded turnaround initiatives*, and as the district's superintendent works to support other local turnaround efforts, the need for a **district Turnaround Office** now clearly exists.

- A **newly-appointed Turnaround Director**, Yvonne Rambo, selected as last year's *National Middle School Distinguished Educator of the Year*, was reassigned to this post in January 2011. An experienced school leader, she fully understands the needs of high-poverty, low-achieving schools and has demonstrated her effectiveness in turning around school performance. **Ms. Rambo is paid through district funds**, and not supported by SIG monies.

- She will work closely with the SIG turnaround principals and they will retain **direct-report to** the **Associate Superintendent**, Dr. Li-Yen Johnson. She 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). Dr. Johnson also plays an integral and on-going role in the selection of and work provided by contracted External Partners.

- Beginning with school year 2011-12, the district will fund and **assign to the new Turnaround Office** the following exemplary, key personnel **to expand and enhance direct support to turnaround schools**: Reading Interventionist, Special Education Specialist, ELL Specialist, and a Technology Instructional Specialist. This decision was based on lessons-learned with existing turnaround schools and issues that routinely warranted immediate access, expertise and availability to trouble-shoot ongoing concerns.

  While housed in a Central location, the Turnaround Office staff **will be scheduled and routinely working within the turnaround school sites**. To ensure broad understanding of the over-arching goals and objectives of the turnaround schools, they will **participate in Annual Summer Retreat trainings** (e.g., *8-Step Process*) as well as **external partner key professional development events**.

Use Data to Identify and Implement an Instructional Program that is Research-Based and Vertically Aligned One Grade to the Next as well as Aligned to State Academic Standards

The Turnaround Model requires the selection and implementation of an **instructional model** based on students needs. **Job-embedded professional development**, designed to build capacity and support staff, is an integral component of successful turnaround models. This model also calls for **strategies** to be implemented **that support highly-effective teachers**, such as **incentives, increased opportunities for promotion** and **career growth**.

The model anticipates the use of **External Partners** to influence and support the work of turnaround leaders and teachers. External Partners must be carefully selected, based upon the turnaround schools' **highest priority needs** and the **partner's demonstrated ability** to provide services that can effectively turnaround teaching and learning in the school.

Aligned Data Findings

- The same students who pass Advanced Placement (AP) coursework cannot pass AP exams. The **rigor of classroom work does not align** with the expectations of the **College Board AP exam**.
- Counselors and teachers have been **ineffective in promoting College Readiness**, as evidenced by dropped participation rates in students taking the SAT and ACT exams. Dual Credit coursework has not been offered since school year 2008-09.
- **Low-level instruction** is at the root of poor student outcomes. Delivery is primarily **lecture-style** and **teacher-centered**. **Limited use** of **technology** to engage students.
- The pervasive culture **does not promote collegiality**, a sense of **shared purpose**, or a **vision** for turning around performance (of students—or of staff).
- **Teachers blame students** as the reason for low scores.
- Leadership has not galvanized faculty into a cohesive, driven unit with the skill sets needed to **make a difference in the instructional setting**.

- There is **not a common understanding** of **effective learning** and **teaching**. Teachers (nor administrators) are monitoring and improving the quality of instruction through a rigorous process.
- Too many lessons do not evidence **clear learning objectives**.
- **Expectations** for students are **very low**.
- **Classroom management** is problematic in several classrooms.
- Most classrooms **lack the display of** students' high quality work, **exemplars** and **task-specific rubrics** aligned to Indiana Academic Standards.
- **Professional development** is generally district-driven, **not focused on school-specific issues** and **needs**. It is often "**one-shot**" without any/sufficient **follow-up to support** use of newly-learned strategies (nor is the implementation of newly-acquired knowledge monitored by administrators).
- The **over-riding data finding** is the need to **impact teacher efficacy** in the delivery of highly-effective classroom instruction. An **External Partner**, with the **expertise** and **demonstrated ability** to meet this critical need, is **required**. **Preference** will be **given** to those Partners willing to **place full-time experts** into the turnaround school.

Promote the Use of Student Data to Inform and Differentiate Instruction

The Turnaround Model requires the continuous use of data to inform decision-making and differentiate instruction and supports. For meaningful continuous school improvement, a **structured process** is needed that **routinely and systemically** relies on **data-driven decision-making** to understand what students have actually learned (as opposed to

what was *taught*), where additional support and re-teaching is needed, and how **instruction** must be **adjusted** to meet the needs of *all* learners.

Aligned Data Findings

- With **20 percent ELL students** and **19 percent** of **students with disabilities**, strong need exists for highly-effective Special Populations teachers and content teachers skilled at differentiating instruction. Mid-year **teacher performance evaluations** show that **50 percent** of **ESL/ENL teachers** and **33 percent** of **Special Education teachers** are **rated *Basic*** (next-to-lowest rating) in Domain 3 (Instruction/Assessment).

- Northwest **does not have** a **comprehensive data management system** to collect and analyze data. There is **not deep understanding** among staff of **patterns** and **trends** in performance and progress by cohort, grade, subgroup or individual.

- There is **no clear link** between **assessment, planning and learning**.

- Monthly ***Scrimmage* assessments** (aligned to Indiana Academic Standards and disaggregated by test item and students' responses) are **not** being **used** to **inform instruction** and **make** instructional **adjustments**.

- **Nearly half** of all students **read two or more levels below** grade level and, thereby struggle with complex high school text. Current "Reading" strategies are not effectively accelerating students' Reading proficiency. This year's mid-year performance evaluations rate **Reading Teachers'** as ***Basic*** (next-to-lowest ranking) in Domain 3 (Instruction/Assessment).

- **Motivated, articulate students** are **not challenged**. There are too many missed learning opportunities, due to **teachers' low expectations**.

- An **over-riding data finding** is the need to **establish** a **process** for turnaround teachers and leaders to **systematically use data to inform and differentiate instruction**. An **External Partner** is needed with the expertise and demonstrated ability to meet this critical need.

Establish Schedules and Implement Strategies that Provide Increased Learning Time

The Turnaround Model **requires extended learning time**—for both **students, and** for **teachers**. In schools identified as chronically low-achieving, student need is readily apparent. Less obvious, however, is the undisputed fact that simply "improving" performance is not enough. To truly *accelerate learning* for students who are far behind and for whom non-academic challenges are prevalent requires more time—with intense, targeted interventions provided by highly-effective instructors.

Just as struggling students need more, so too do turnaround staff. To ensure that the turnaround principal and teachers possess the attributes necessary to dramatically increase students' performance, extended **professional development** opportunities and **collaborative planning** time are required. Turnaround staff must be fully-committed to dramatic change, because incremental change would be morally unacceptable.

Aligned Data Findings

- With such low achievement rates, **extended-learning time** is being **inadequately** and **ineffectively used** to address student learning needs.
- No initiatives are in place to further support students who fail the **graduation gateway** End of Course assessment in **Biology** (with the school's **lowest ECA pass rate, at 7.9 percent passing**).

- **Nearly half** of all Northwest students have **Reading proficiency below grade level**. Extended-learning time is required to **accelerate** proficiency levels.
- There is **too little time for teachers** to **meaningfully plan**, especially **in collaboration** with colleagues.
- The process in place for **supporting teachers to improve** as professionals is **inadequate**.
- Professional development **trainings are not differentiated** according to teacher needs.

Provide Appropriate Social-Emotional and Community-Oriented Service and Supports for Students

While the primary and consistent focus must be on improving instruction and student achievement, **other factors significantly influence student, teacher and school performance**. The Turnaround Model anticipates the unique needs of high-poverty, low-performing schools. It requires the inclusion of internal and external **expertise and services** that support the objectives of the turnaround school.

Aligned Data Findings

- **Student attendance rates** have **plummeted** from 97.2 percent in 2009 **to 90.9 percent** in 2010.
- **Truancy rates** (students with more than 10 unexcused absences is roughly **four time higher** in 2010 (306 students) than in 2009 (82 students).
- **Grade 9 retention rates** have **substantially decreased**, influenced by the **intentional focus** of the Indianapolis Chamber of Commerce's "Common Goal" (**graduation coach**) initiative.

- While there is recognition of the importance of parental involvement, there is **little evidence** of **strategic efforts to attract parents** into the school—other than "Parents in Touch" day, or to receive report cards.

SUMMARY SNAPSHOT

The **required elements of** the **Turnaround Model align with** the **specific needs identified in our school** (described above). As will be detailed in the next section, **all components anticipated** within a Turnaround Model **will be implemented** during the **2011-12 school year**. A snapshot of the turnaround elements included in our proposal includes:

- District-funded Turnaround Office & key staff
- Direct report to Associate Superintendent
- New turnaround principal assigned & more than 50 percent of staff replaced
- Annual performance evaluations aligned to student achievement
- Increased operational flexibility & authority of turnaround principal

- Lead External Partner will guide & influence instructional leadership and the efficacy of classroom instruction
- Job-embedded and extended-time professional development
- Strategies that support highly-effective teachers
- Incentives for students and for staff

- Implementation of 8-Step Process for Continuous Improvement
- Monthly Learning Log (data) meetings
- Embedded, collaborative teacher planning using formative evaluation results
- Regrouping of students for support based on performance data
- External Partners' monthly and quarterly Process Checks

- 2 hours, after-school: Monday through Thursday
- 15 additional full days of school
- New College Readiness Center, partnership with Ivy Tech
- New required Freshman academic literacy course (in addition to E/LA)
- Extended-time professional development training for principals and teachers after school, Saturdays and summer

- Graduation coach
- Parent Outreach Coordinator
- Behavioral Specialist

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

The new turnaround principal for Northwest Community High School (7-12), **Phyllis Barnes**, was selected by the superintendent based on her achievements in previous assignments. The former principal of Longfellow Middle School, Dr. Barnes turned a school in improvement status to one with some of the district's highest performance scores. When the school closed, Barnes was selected to supervise, train and monitor secondary coaches to help schools better use data to inform instruction. Dr. Barnes's experience and expertise, combined with her analyses of Northwest's key data findings and conversations with district and Northwest staff have informed the initiatives proposed in this grant application.

The following *Graphic Overview* paints a broad picture of the turnaround strategies that will be used to support reform efforts at Northwest Community High School. The *Overview* introduces the proposed SIG grant-funded resources and interventions that are **research-based** and **aligned with key comprehensive needs assessment findings** described in the previous sections. These strategies, services and interventions will support the newly-assigned turnaround principal, Northwest's reconstituted staff and its parents and community partners as they collaboratively strive to increase the overall efficacy of instructional and supportive practices to dramatically turnaround the academic performance of students.

NORTHWEST Proposed SIG-Funded Initiatives		
Over-arching goals: (1) Increase the efficacy of teachers' classroom instruction; and (2) Employ systemic, data-driven process for continuous school improvement		
External Partners	Lead: Dr. Pat Davenport/8-Step Process 4-day **annual** summer trainings **Quarterly** site-based *Process Checks* with school teams & central office administrators MSD of Warren Township site visits to observe best practices & meet with staff	External Consultant: Linda Miller Conduct **monthly** onsite *Process Checks* during *Learning Log* (team data meetings), observe implementation of *Success Periods* and provide technical assistance

<table>
<tr><td rowspan="3">Teacher & Student Supports</td><td>E/LA Instructional Coach: Exemplary teacher selected by turnaround principal</td><td>Math Instructional Coach: Exemplary teacher selected by turnaround principal</td></tr>
<tr><td>Instructional Leadership Team
13 representatives; weekly, after-school meetings; leadership roles; Incentive Award</td><td>Community Outreach Coordinator
Sustain & expand partnerships. Major focus on Business Finance Magnet (50 partners & Kelly School of Business); and student internships</td></tr>
<tr><td>Graduation Coach
33 percent of freshmen retained with less than 10 credits. Use Common Goal model.</td><td>Behavioral Management Specialist
15 days of technical assistance (Greg Abati) to address truancy; MS & Freshman Center focus</td></tr>
<tr><td rowspan="4">Extended-Time Student Learning</td><td colspan="2">After-School Literacy Academy
33 weeks, 2-hours, Monday-Thursday

400 students read two-or-more levels below grade level. Reading teachers, Orton-Gillingham teachers & diagnostician</td><td>After-School Academic Support
27 weeks, 2 hours, Monday-Thursday

Scrimmage (3-wk tests) results & classroom performance target students required to attend for assistance in E/LA, Math/Algebra & Biology</td></tr>
<tr><td colspan="3">INTERSESSIONS 15 additional school days (new district Balanced Calendar breaks)
SIG will supplement district support for academic work and provide Enrichment resources.</td></tr>
<tr><td colspan="2">Data Clerk (after school & Intersessions)</td><td>Police Officer (after school)</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td rowspan="7">Professional Development</td><td>Embedded</td><td>Extended-Time</td></tr>
<tr><td>4 full-time CADRE teachers to relieve classroom teachers during PD</td><td>Annual 5-Day Summer Retreat for PD (e.g., 8-Step Process Training)</td></tr>
<tr><td>Weekly like-teacher-team planning & collaboration time scheduled</td><td>Literacy Academy teacher training (use of Novel Units) and diagnostician ARI training</td></tr>
<tr><td>Monthly 8-Step Process Learning Log (data) meetings</td><td rowspan="2">6 Saturdays for teacher development of "Success" lessons for non-content teachers and preparation of "Countdown" materials</td></tr>
<tr><td>Quarterly Process Checks: Pat Davenport</td></tr>
<tr><td>Monthly "Learning Log" & "Success" onsite monitoring & technical assistance</td><td rowspan="2">Instructional Leadership Team weekly after-school meetings & Lead External Partner trainings</td></tr>
<tr><td>Site visits to MSD Warren Township</td></tr>
<tr><td></td><td colspan="2">5-day July training for 12 content teachers (Gr 7 & 8) for using "Reading Apprenticeship" strategies to improve reading comprehension across content areas</td></tr>
<tr><td>Admin</td><td>Full-time Project Manager</td><td>Supplemental Administrator</td></tr>
</table>

Support	Coordinate external partner & IDOE visits; recordkeeping & reporting; budgets/orders	**20 hours weekly** to support performance evaluations (mid-year & final)

LINKING TURNAROUND EFFORTS to IDENTIFIED NEEDS

Principal Changes Created by the SIG Turnaround Model

The school board, superintendent and union officials will give the turnaround principal **greater flexibility** (as detailed in **Part 4/Section E, Question 1**) in exchange for **greater accountability** (as detailed in **Section D, Question 4**, principal evaluation). In short:

- Flexibility that is not currently available to traditional district schools is provided for hiring, retaining, transferring and replacing turnaround school staff.
- The turnaround principal's evaluation is performance-driven, giving 51 percent of the weight to the performance of the turnaround school (unlike traditional district schools, weighted at 20 percent).

The turnaround principal will be supported by the district at multiple levels.

A **newly-created** and **district-funded** **Turnaround Office** was established in January 2011. Its director, Yvonne Rambo, was a highly-successful middle-school principal who was selected as last year's *National Middle school Distinguished Educator of the Year*. Identified by the superintendent as an effective and experienced reform leader, she was reassigned in January 2011 to the role of district **Turnaround Director** to oversee and support the efforts of district turnaround schools.

Based on existing turnaround school needs and the corresponding needs of newly-identified turnaround schools, the **district will fund** additional staff, within the Turnaround Office, to provide routine onsite assistance. The individuals have

each demonstrated their expertise and success in providing leadership and support in their respective fields: **Reading Interventionist**, **Special Education Specialist**, **ELL Specialist**, and a **Technology Instructional Specialist**.

To ensure a broad understanding of the over-arching goals and objectives of Northwest Community High School, Turnaround Office staff also will **participate** in **Annual Summer Retreat** trainings (e.g., *8-Step Process* trainings scheduled the week of June 27 through July 1, 2011) as well as other external partner **key professional development events.**

As the state's largest school system, multiple layers of bureaucracy exits to ensure alignment of policies and practices across the district, relevant to all aspects of operating a complex educational system. While in many instances this is highly desirable, quite frequently the turnaround schools require more immediate action – particularly as it relates to the implementation of required Turnaround Model requirements and grant expectations.

To ameliorate this concern, the turnaround principal also will be supported through a **direct-report to the Associate Superintendent**, thus enabling relief from the traditional organizational structures that exist – particularly as they relate to the hiring and firing of personnel.

SIG grant funding will provide **two External Partners** in support of the turnaround principal's leadership. Each has been carefully **selected based** upon the **school's highest priority needs** and the **partners' demonstrated ability** to provide services that can effectively guide and support turnaround teaching and learning within the school. A brief summary is provided below. (**Section D, Question 2** of this grant application provides detailed information about each of the proposed External Partners.)

(1) **Lead External Partner**: **Dr. Pat Davenport** will provide the foundation and systematic framework for the turnaround principal and teachers' routine use of data for continuous school improvement. Using her nationally

acclaimed and highly-successful ***8-Step Process for Continuous School Improvement,*** Dr. Davenport will provide intensive annual summer trainings and conduct Quarterly *Process Checks* to oversee and inform the implementation of the *8-Step Process*.

The *8-Step Process*, first used in Indiana's MSD of Warren Township Schools and, subsequently, in IDOE-identified high-need schools, is a proven system to (1) continuously **use Data** to determine areas of strength and weakness; (2) follow **Instructional Calendars** (pacing guides) to ensure coverage of required academic standards; (3) maintain **Instructional Focus**; (4) use formative and summative **Assessments** for decision-making; (5) provide extended **Tutorial** support to struggling students; (6) provide extended **Enrichment** opportunities to students who have mastered current work; (7) ensure **Maintenance** of previously-taught standards; and (8) routinely **Monitor** process implementation.

(2) **External Consultant: Linda Miller** will supplement the summer and quarterly work of Dr. Davenport by conducting *monthly* intermittent *Process Checks* that will primarily **focus on two key elements** of the *8-Step Process*. She will provide on-going external reviews and offer technical assistance relevant to the effective implementation of monthly "**Learning Log**" data meetings and daily "**Success Periods**" for providing targeted and engaging support for re-grouped students.

As a turnaround school, we know that the only way to dramatically increase school performance is for everyone to be on the same page. With the expertise and leadership provided by our External Partners and the SIG funding to initiate systems of support described within this application, our school will have the knowledge, resources and the time to accomplish tasks intrinsic to our proposed turnaround reform model.

Most critical to the success of the school and its students is its instructional staff. One of the turnaround principal's most important functions, therefore, it to ensure that turnaround teachers are fully-capable and fully-committed to doing

whatever it takes to influence students' achievement and to embrace the reforms proposed within this SIG application. As the instructional leader of the school, the turnaround principal must be routinely monitoring classroom instruction and conducting performance evaluations that accurately reflect the effectiveness of staff.

Northwest Community High School will **annually evaluate all instructional staff**. Staff evaluations will occur at *two levels:*

(1) All turnaround instructional staff will be annually evaluated (mid-year and at the end of the year) using an **evidenced-based teacher evaluation model**, based on the work of Charlotte Danielson. **Student performance** (weighted at 51 percent) and **teacher proficiencies** in Domain 2 (classroom management) and Domain 3 (classroom instruction) will drive performance evaluation outcomes. Teachers that are capable and willing, but struggling, will be supported to improve performance. And those who are demonstrating levels of ineffectiveness will be removed, with the support of the Turnaround Director and the district's Associate Superintendent. (Detailed in **Section D, Question 4**)

An experienced, retired **Supplemental Administrator** will be selected by the turnaround principal to work 20 hours per week to support the continuous work of annual performance evaluations of all teachers, see that necessary steps and timelines are maintained, and ensure that deadlines are not missed.

(2) To evaluate and reward staff who commit to the **implementation of key SIG grant initiatives**, a second annual (mid-year and end of the year) evaluation will be employed. Using a **performance-driven tool**, staff commitment to and implementation of key grant initiatives (e.g., the *8-Step Process*) will be measured. A differentiated evaluation rubric (to be developed by the turnaround principal and Instructional Leadership Team) will be used to determine bi-annual incentive awards, calculated at differentiated weights based on levels of individual performance. Staff performing at the highest levels will be eligible for an **Incentive Award** of **up to $2,000 annually**.

To relieve the turnaround principal and to support the efficient implementation of SIG-funded activities, a **Project Manager** will provide **oversight** and **managerial responsibilities** relevant to the grant. The Project Manager will coordinate the delivery of continuous activities of the external partners (e.g., Dr. Davenport's quarterly *Process Checks*, Linda Miller's monthly site visits); coordinate turnaround principal, teachers and *Instructional Leadership Team* professional development trainings; track teacher and student incentives; enable routine, logistical communications between the turnaround school and the IPS Turnaround Office; and support ongoing SIG reporting requirements of the Indiana Department of Education and the United States Department of Education.

Teacher Changes Created by the SIG Turnaround Model

Two over-arching key need findings drive the primary elements of the supports provided to teachers: (a) the need to establish a **process to systematically use data to inform and differentiate** instruction that will lead to continuous school improvement; and (2) the need to **impact teacher efficacy** in the **delivery of highly-effective classroom instruction**.

(a) Process to **systematically use data to inform and differentiate** instruction

During school year 2010-11, all Indianapolis Public Schools were accountable for using district-established ***Instructional Calendars*** (pacing guides) to focus instruction on identified Indiana Academic Standards. With high transient rates within the district, the *Instructional Calendars* help to ensure that as their highly-mobile students move from school to school, there are far fewer gaps in the learning – since the pacing of instruction and content covered is consistent district-wide.

To measure students' acquisition of those standards, the district developed and has fully-implemented **interim** (formative) **assessments**. These **uniform** assessments, called ***Scrimmages***, are administered district-wide **every three weeks** for the content areas of English/language arts and mathematics and algebra. **Quarterly** district assessments (called ***Acuity***

***Diagnostics*/Benchmarks**) capture student learning **every nine-weeks**. The Benchmark assessments measure student performance in English/language arts, mathematics, algebra, and biology.

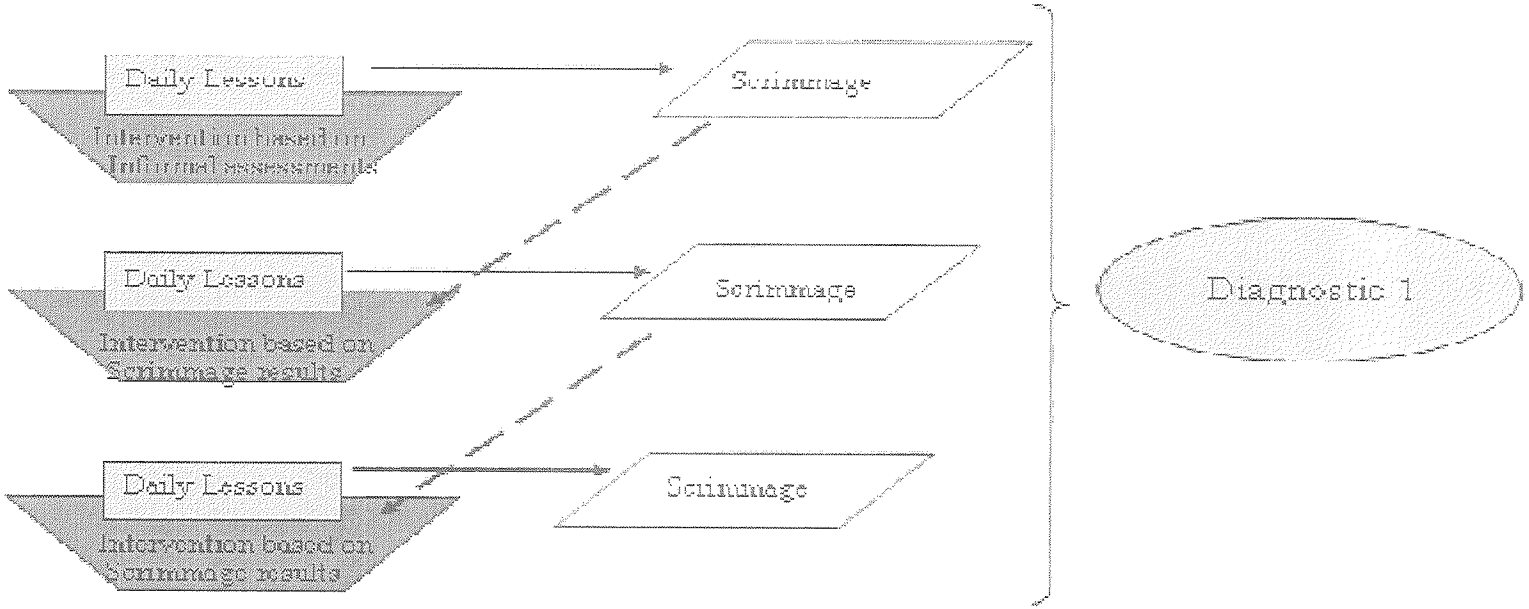
The basic tenets of the district's instructional accountability system work like this:

Indiana Academic Standards are to be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing guide), covering four *Instructional Cycles* across the school year.

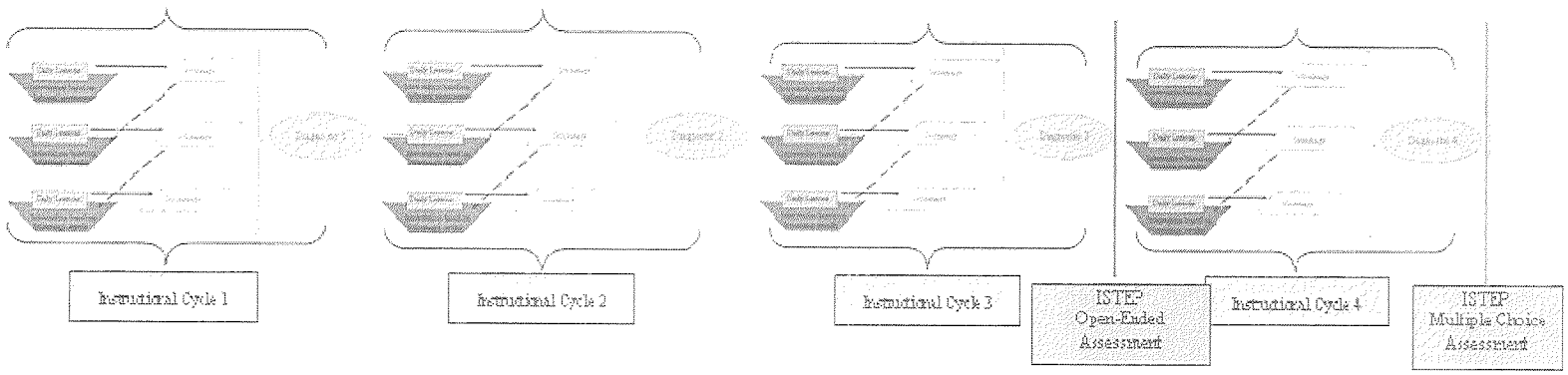
- Within Cycle 1 (the first 9-weeks of the school year), identified standards are taught, followed by *Scrimmage* assessments administered every three weeks. Daily lessons are to prepare students for the 3-week *Scrimmage* tests.
- *Scrimmage* is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers).
- Disaggregated results are back to teachers within two days. *Scrimmage* data results are intended to 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.
- Re-teaching of non-mastery content is anticipated in this model.
- Within an Instructional Cycle (i.e., a 9-week period), three *Scrimmage* assessments prepare students for quarterly Acuity *Diagnostic* (Benchmark) Assessments. These diagnostic assessments are intended to gauge students' progress in mastering standards that will be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* introduces new indicators and reviews previously-taught standards. There are four, 9-week cycles across the school year.

Example of one 9-Week Instructional Cycle



Example: Four Instructional Cycles across the School Year



Triangulated **key findings** from our examination of **student needs** revealed significant **teacher deficiencies** in adequately preparing students to master Indiana Academic Standards. A **root cause** was the lack of a **process to systematically use data to inform and differentiate** instruction. While key elements of such a process are in place, the reality is that the principal and teachers have not established a system for ensuring that they actually use the data to impact teaching and learning.

SIG grant funds will be used to contract with **Dr. Patricia Davenport** for training and the implementation of her nationally- and State-recognized ***8-Step Process*** *for Continuous Improvement*. Teachers (and turnaround administrators) will receive the following support:

- **Annual summer trainings** and **quarterly *Process Checks*** conducted by **Dr. Davenport** to ascertain their progress in implementing the improvement model, to share successful practices, and to trouble-shoot emerging issues.
- **Site visits** will be provided to MSD of **Warren Township** to observe their effective implementation of *8-Step Process* and to collaborate with experienced staff.
- **Monthly *Learning Log* (data) meetings** with the turnaround principal and school instructional teams will be held to analyze *Scrimmage* and *Benchmark* results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for *Success* (remediation/enrichment). **Monthly onsite technical support** will be provided by external consultant, **Linda Miller**, who will focus primarily on *Learning Log* meetings (team data analyses) and the delivery of data-driven interventions to support students (based on *Scrimmage* and *Benchmark* results).

- **Professional development** to support the implementation of the *8-Step Process* is provided through both weekly school-day (**embedded**) professional development opportunities, as well as through summer, after-school and Saturday extended-time activities. Examples include:

  To better meet students' needs and to ensure ample opportunities for embedded professional development, the new turnaround principal's Master Schedule provides 7 periods daily: Teachers instruct students for 6 periods; 1 period is provided for teacher preparation.

  One day of each week (of teacher prep time) will be reserved for professional development. Teachers will meet in **Grade Level Teams** (for **Grades 7-9** E/LA, Math, Science and Social Studies teachers) during Professional Learning Community (PLC) meetings. For **Grades 10-12**, these meetings are held for **Content/Subject Area teachers** (i.e., E/LA teachers meet as a team, Mathematics teachers meet as a team, etc.).

    The *8-Step Process* **Learning Log** (data) meetings will be convened by the principal for Grade-level teams (7th, 8th and 9th E/LA, Math, Science & Social Studies teachers) and Content/Subject Area teams for teachers of Grade 10-12 (including special education co-teachers). "Learning Log" meetings will take place following monthly *Scrimmage*/Acuity *Benchmark* 3-week assessments.

  Ten teachers will be paid for working **6 Saturdays** for the: (a) development of "Success" period remediation and enrichment strategies for use by non-content teachers; and/or (b) the preparation of "Countdown" instructional materials for use by all teachers in the 20 days prior to each of the State's high-stakes assessments.

  Weekly after-school *Instructional Leadership Team (ILT)* meetings will be held to support the Teacher Leaders' work with teacher teams during monthly *Learning Log* and weekly collaborative planning meetings among content teachers. The turnaround principal has selected **13** Teacher Leaders to serve as **ILT members**--representing

each of the four core content areas, special student populations, and key leadership roles aligned to SIG-funded initiatives (e.g., the Instructional Coaches).

(b) Strategies to **impact teacher efficacy** in the **delivery of highly-effective classroom instruction**

Having served as the district's **Supervisor of Instructional Coaches**, the new turnaround principal brings strong capacity for leading instructional reform at Northwest. The turnaround principal will personally select two key players to work under her direct supervision to provide ongoing modeling, observation and support of classroom teachers' delivery of effective instruction.

- **Two (2) full-time** SIG-funded **Instructional Coaches (E/LA and Math)** will work with the turnaround principal and quickly assume a leadership role in **modeling** effective practices and **observing** and **supporting** classroom teachers' instruction. They also will be responsible for helping teachers **use data** to inform instructional decisions and determine appropriate interventions for students.

  Having served as the district's **Supervisor of Instructional Coaches**, the new turnaround principal brings strong capacity for leading instructional reform at Northwest. The two Coaches will work under her direct supervision. Using information from the key data findings and ongoing student performance data (via monthly *Scrimmage/Benchmark* assessments), priority need areas will be identified. Supported and guided by the turnaround principal, **the Coaches will**:

  - Provide teachers with professional development (during weekly, embedded PD days)
  - Observe classroom instruction
  - Provide critical feedback

- Model effective practices

Through the support of the turnaround principal, **the Coaches will**:

- Understand what an effective instructional coach does to impact and improve student achievement (Action Plans will be developed for the first three weeks of school, and beyond, as needed.)
- Know how to integrate technology into the content areas
- Observe classroom instruction to support the teachers' use of engaging learning strategies
- Support teachers' use of the *Instructional Calendar* and monthly formative assessment results to adjust strategies to meet students' needs

- The turnaround school's Master Schedule **embeds weekly opportunities** for **school-day professional development**.

  4 CADRE Teachers will be selected by the turnaround principal for full-time placement at Northwest Community High School. This important SIG-funded component places certified, district reserve teachers—who are experienced and well-regarded professionals—onsite to "cover classrooms" and **allow teachers release time for job-embedded professional development** (generally in one-period increments). CADRE Teachers understand building routines and procedures and can ensure that learning continues while teachers are away from their classroom students.

- Teachers will participate in other **extended-time** professional development and collaborative planning work efforts. Examples include:

  Training will be provided to support the **delivery of instruction** during the SIG-funded and newly-created daily, after-school **Literacy Academy** (to dramatically increase students' reading proficiency levels).

Reading teachers will received professional development for the **use of themed, Novel Units** (aligned to the National Geographic EDGE and INSDIE curriculum provided to students assigned to extra school-day reading classes). Novel Units will be purchased through SIG funds; training will be provided through district funds.

The after-school Literacy Academy coordinator and diagnostician will receive training on the **use of the ARI** (in-depth diagnostic instrument for determining the reading needs of students who continue to struggle after interventions).

To further support the professional development of the *Instructional Leadership Team*, **five full-days** have been budgeted for **annual extended-time training**. Priority needs will be identified for the focus of these trainings. Training support will be provided by district **Content Directors** and by experts within the **Turnaround Office** (Reading Interventionist; Special Education and ELL Specialists; and the Instructional Technology Specialist).

The new turnaround principal will personally provide **5-days of summer training** to all **7th and 8th grade core content teachers** (E/LA, Mathematics, Science and Social Studies). Using Reading Apprenticeship (WestEd) strategies, teachers will learn how to use key reading skills (e.g., summarizing, predicting, comparing & contrasting) across content area curriculum to increase students' comprehension of complex secondary text. SIG grant funds will provide **12 teacher stipends** and **box lunches** for the **five** summer (July 2011) **training days**.

Incentives for staff

- **Only highly-effective teachers** will be **selected** to provide **extended-time learning opportunities for students**. Those meeting selection criteria will be **paid their hourly wages** to provide: (a) after-school instruction in

the Literacy Academy or the Academic Support Program; and/or (b) during the 15 additional Intersession school days (available through the district's new Balanced Calendar).

Teachers will be recruited for a variety of roles: Content Teachers (E/LA, Mathematics, Algebra and Biology), Special Populations Teachers (ELL and Special Education), Reading Specialists, Orton-Gillingham-trained Reading Teachers, or Enrichment Teachers.

- **Extended-time professional development** will (generally) be paid for highly-effective staff, selected by the turnaround principal to work on extended-time projects (e.g., Saturday work development days for "Success" and "Countdown Calendar" activities).

- Full-time CADRE Teachers can cover classroom instruction as teachers **observe** other highly-effective instructional practices in the classrooms of their **colleagues**.

- Teachers who struggle (as observed in classroom walkthroughs; or based on student performance results or classroom management issues) will be given **opportunities to improve their practices** through support from in-house, SIG-funded personnel, as well as district Turnaround Office experts (Turnaround Director, Reading Specialist, Special Education & ELL Specialists, & Instructional Technology Specialist).

- **Staff** who commit to the **implementation of key SIG grant initiatives** and demonstrate **increased student achievement** will be rewarded through a **financial Incentive Award**. All turnaround teachers will be annually evaluated (mid-year and at the end of the year) using a **performance-driven tool (rubric)** to measure their implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess their students' achievement results (e.g., performance on *Benchmark* assessments, designated student achievement goals).

An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the turnaround principal and *Instructional Leadership Team*) will be used to determine bi-annual **incentive awards** (up to $2,000 annually), calculated at **differentiated weights** and based on levels of individual teacher performance and their students' achievement results (weighted at 51 percent). **No** teacher will be **guaranteed** an **award**. It will be **based on merit**.

- The turnaround **principal's successful implementation** of **key SIG grant initiatives** and demonstrated **increased student achievement** will result in an Incentive Award. The principal will be annually evaluated (mid-year and at the end of the year) using a **performance-driven tool (rubric)** to measure the principal's implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess impact on student learning within the school (e.g., reading proficiency gains made through the after-school Literacy Academy).

  An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the Turnaround Director and the turnaround principal) will be used to determine bi-annual **incentive awards**, calculated at **differentiated weights** and based on levels of the school's effective implementation of SIG initiatives and the school's overall achievement results (weighted at 51 percent). The turnaround principal will not be **guaranteed** an **award**. It will be **based on merit**.

- **Instructional Leadership Team members** will play important leadership roles and have additional responsibilities, such as: weekly after-school ILT/administrative trainings; chair or play key roles in monthly *Learning Log* (data) meetings and weekly team collaboration meetings; participate in quarterly *8-Steps Process Checks* with Dr. Pat Davenport.

  The **13 Northwest ILT representatives** identified by the turnaround principal include: 2 E/LA teachers (one representing Grades 7 & 8 and one for 9-12); 2 Math/Algebra teachers (one representing Grades 7 & 8 and one for 9-12);

2 Science/Biology teachers (one for Grades 7 & 8 and one for 9-12); 2 Social Studies teachers (one for Grade 7 & 8 and one for 9-12); 1 Special Education and 1 ELL teacher, the 2 Instructional Coaches; and the IB Magnet Coordinator.

Each ILT member is eligible for an **incentive award** of **$3,000 per semester**, based on demonstrated performance, as measured on the Incentive Award rubric.

Student and School Changes Created by the SIG Turnaround Model

Two full-time SIG-funded Instructional Coaches will quickly assume **leadership roles** in **modeling** effective practices and **observing** and **supporting** classroom teachers' **instruction**.

- The new turnaround principal will select exemplary teachers for these positions. The coaches' past experiences will allow these individuals to immediately assume leadership roles in **observing, modeling** and **supporting teachers** across all core content areas.

- They also will serve as the Northwest's "**data coaches**"—overseeing assessments (monthly *Scrimmages* and *Benchmarks*; ISTEP+ and End of Course Assessments), the delivery of those results to relevant staff and the posting of achievement results on Data Walls of the conference areas used for *Learning Log* (data) and other professional development team meetings.

- The Instructional Coaches also will serve as part of the 13-member **Instructional Leadership Team** at Northwest.

While Northwest's **graduation rate increased** from 49.6 percent in 2009 to 57.2 percent in 2010, the rate of **freshmen retention** (those with less than 10 credits) continues to cause concerns. In 2010, nearly 33 percent (66 freshmen) attained

fewer than 10 credits—thus endangering their potential for completing high school graduation requirements in four year and increasing their chances of dropping out of school.

A series of studies by Neild and Balfanz (2006) identify the role of 9th grade as a critical year on the way to graduation. Districts can identify up to 85 percent of eventual dropouts by ninth grade based on weak grades in core subjects, poor attendance, and little involvement in school. In fact, *ninth grade absences are twenty times more predictive of eventual graduation than eighth grade test scores.*

While a few IPS high schools were selected for participation in the Indianapolis Chamber of Commerce's highly-successful "Common Goal" initiative to place Grade 9 graduation coaches into high-need Marion County high schools, Northwest was not identified for participation. Evidence of significantly-decreased freshmen retention rates for Common Goal schools prompt our next proposal strategy.

An award of SIG grant monies will enable the selection of a **full-time Grade 9 Graduation Coach** at Northwest Community High School. (Although the Chamber applied for the competitive, federal i3 grant to sustain and expand their initiative, they did not receive the grant and have since had to discontinue the program.) The SIG-funded graduation coach would focus exclusively on the research-based factors that contribute to students' dropping out of school, such as: weak grades in core subjects; poor attendance; and little involvement in school.

The Grad Coach will mentor and advocate for targeted students, provide them with a study skills curriculum to improve academic performance, and help prepare students for career and college readiness.

Essential duties and responsibilities of the Grad Coach include:

- **Monitor and mentor** a cohort of incoming freshmen identified as highest-risk for dropping out (those with a history of poor attendance, weak grades in core subjects, and behavioral and social challenges). It will be the coach who makes certain that the cohort students are in school and doing the work required.

  When classroom teachers face difficulties with cohort students, they will work with the Grad Coach. When resolution of family, social, medical and other similar issues interfere with school attendance or performance, the Grad Coach will personally ensure that cohort students and their families are connected to our invaluable community partners who continuously support our efforts.

  Students will receive academic and individualized support, coupled with student/parent interventions to address non-academic barriers to success.

- The Grad Coach will **track** the **credit accumulation** of **all Grade 9 students**. At the end of each semester, a data wall will color code all Grade 9 students' progress (GREEN on target; YELLOW below target; RED well-below target) and reveal those who already are off-track for graduation – and therefore, at higher risk for dropping out of school. Students will not slip through the cracks, earning so few credits that their only option is to pursue a GED. Credit accumulation will be tracked for individual students across their entire high school career.

  For those cohort students already behind, the Grad Coach will **serve as** the **advocate** for appropriate student interventions during monthly *8-Steps* teacher-team "Learning Log" meetings. The coach will **track** the subsequent **placement of cohort students** into *8-Steps* "Success" periods embedded in the daily after-school Academic Support sessions, as well as **monitor** their **participation** in extended-year fall and spring Intersession school days.

The **truancy rate** (more than 10 unexcused absences) of Northwest students nearly **quadrupled** from 82 students in 2008-09 to 306 in 2009-10 (33 percent of students). While significant improvements in the behavior of students (as evidenced in reduced suspension rates) has resulted in a more calm and safe environment for students and staff, stepped up responses to tardiness, dress code and ID infractions have resulted in a prevailing punitive and reactive school culture.

To help the principal and staff find an acceptable balance in addressing suspension and truancy issues, the turnaround principal will bring in **Greg Abati**, a highly-acclaimed **Behavioral Management Specialist**, to provide **15 days** of technical assistance at Northwest Community High School.

The new turnaround principal is well-aware of Abati's ability to provide the expertise needed, through her consultations with current turnaround principals who highly-recommend him and have relied on his support at both John Marshall and George Washington Community High Schools.

- Abati will conduct an **audit** to determine root causes of such high suspension rates.
- It is a given that existing **rules, rituals and routines** will be thoroughly reviewed to ascertain where adjustments are needed and professional development of staff required.
- Abati will be asked to **target** his efforts at the **middle school** and **Freshman Center** programs—where the problems are more pronounced. With his assistance, we will assess specific needs and establish a system of school-wide implementation and support of effective practices that will dramatically reduce behavior issues and related suspension and truancy rates.

Beyond the scope of the SIG grant proposal, Northwest Community High School will be striving to rejuvenate its IB Magnet and Business Finance Magnet programs. To support the Business Finance initiative and to sustain and enhance partnerships with Northwest, SIG-grant monies will be used to hire a **Community Outreach Coordinator**.

- The coordinator will play a lead role in working with identified (and participating) community business leaders and partners. Through initial meetings that have been held, these business leaders have verbalized their commitment to support efforts that will greatly enhance offerings of the Business Finance Magnet program. Board members for the Business Finance Magnet Program include: Greg Clark Insurance Agency; Teacher's Credit Union; and Net Literacy.

- Other committed business partners include: Allison Transmission, PNC Bank, WBND Internet Radio, and the IU Kelly School of Business

- The Community Outreach Coordinator also will **collaborate** with Northwest's **Lead Counselor** to establish and coordinate **student internships** with local business partners.

- The **Title I Parent Liaison** will also be an **aligned resource** for the SIG grant proposed initiatives. In addition to the direct support she provides via weekly home visits and parent trainings, the Liaison will coordinate **Monthly Family Night Dinners** where parents and their students will be invited to scheduled events to: keep parents informed of our reform efforts; solicit their input and support; celebrate student successes; and to enjoy dinner (chili/spaghetti) with faculty. We have budgeted **$3,000** of SIG grant funding to help support these events.

SIG monies are budgeted for **student incentives**. We anticipate purchasing small incentives (pencils, snacks) to routinely motivate and encourage good performance both during the school day and in the after-school programs. While other schools may be providing pizza parties for classes with the highest monthly *Scrimmage* results, our celebrations will strive to feature "healthy" food options. (Of course, we'll make sure our selections are pleasing to students!) School shirts and sweatshirts will be awarded for the highest quarterly *Benchmark* results. An end of year trip (e.g., Kings Island) or Kindle/Nook Readers are ideas under discussion for students who pass ISTEP+ and ECA assessments.

To ensure that students truly are incentivized, the turnaround principal and newly-constituted teaching staff will meet with students to discuss the types of rewards they'd most desire to recognize small, medium and large accomplishments.

Extended-Time Learning for Students

Research supports—and we know from experience—that students of poverty too often come to us unprepared to succeed in school without additional support. Our poor achievement results confirm that a genuine sense of urgency for improving our own instructional expectations and practices has been lacking. While the turnaround principal—and the staff selected by this principal—share that sense of urgency, they recognize that time within a traditional school day is insufficient to make the level of improvement required to dramatically accelerate student learning.

As a Turnaround Model, SIG monies can play an invaluable part in providing the additional time and resources needed to significantly increase student achievement. This proposal extends learning for students through two initiatives: (1) **after-school academic programs** for 2-hours on Monday through Thursday; and (2) an **additional 15 school days (Intersessions)** that will offer a 195-day school year for participating students.

Extended-time learning opportunities will be **offered to ALL students**. In many instances, **students will be required to attend** on the basis of their **assessment results** and **classroom performance**.

- Only **highly-effective, certified teachers** will be **selected by** the **turnaround principal** to provide extended-time instruction.
- **Merit, alone, will drive staff selection decisions**.
- Extended-time teacher candidates **may be selected from within the turnaround school, from schools across the district—or from outside the district**.

- Those chosen as extended-time instructors will be **paid at** their **hourly rates**.

After-School Initiatives

(1) After-school Literacy Academy 2 hours Monday-Thursday 33 Weeks

Based on mid-year Scholastic Reading Inventory (SRI) assessments given in December 2010, roughly 434 students (**43 percent** of Northwest's 7th through 10th graders) were reading two or more years below grade level. Failure to address this concern not only impacts achievement, it endangers students' ability to comprehend the complex text of high school and their ability to pass coursework, stay in school and to graduate.

Using data from the April 2011 SRI results, **students reading at two or more levels below** grade level **will be required to participate** in the new, after-school Literacy Academy. Here they will receive instruction based on their individual needs.

- The majority of students will work with highly-effective **Reading Teachers**. Rather than replicate curriculum provided during the regular school day, **themed Novel Units** (National Geographic curriculum) will be used to further develop students' **fluency, vocabulary and comprehension skills**.

  Reading Teachers will work with no more than **20 students, per after-school session**. Teachers will be provided **professional development** by the district's literacy director and staff for using the new Novel units. Three **(4) Reading Teachers** will serve up to 40 students each (1:20 ratio per session) for a total of 160 students.

- Students performing at the lowest proficiency levels and those who are not progressing through the Reading Teacher intervention will receive diagnostic testing to ascertain their specific learning needs. The SIG grant will fund a full-

time, after-school **Diagnostician** to conduct and oversee these analyses. Based on the results of the diagnostic assessments, the following interventions are anticipated:

(a) Use of **a multi-sensory phonetic approach** provided by **highly-effective Orton-Gillingham-trained Reading Teachers**. Instruction will be provided in 30-45 minutes sessions (depending on the degree of student need) in groups that do not exceed a **ratio of 1:4**. The *Wilson Reading Test*, a short diagnostic tool that Orton-Gillingham teachers are already skilled at using, will further identify students' specific areas of phonemic and auditory discrimination needs. Five **(7) Orton-Gillingham teachers** working with 8 students each (1:4 for two sessions) = 56 students served.

(b) **When specific student needs cannot be fully determined**, the Diagnostician will administer the 9th Edition of the *Analytical Reading Inventory* (ARI), developed by Dr. Mary Lynn Woods. This comprehensive ARI is given in a 1:1 setting and takes 30-45 minutes to assess all reading skills. The assessment results determine the intervention that will be provided through ARI curricular materials targeting fluency, phonics, word identification, vocabulary, and comprehension skills. Delivery of **instruction** will likely be in **small-group or 1:1** instruction, as deemed most appropriate by the Diagnostician and the Literacy Academy Coordinator.

The **diagnostician**, the **after-school coordinator** and **two reading teachers** will be **trained by External Consultant Mary Lynn Woods** (developer of the ARI comprehensive reading diagnostic instrument) to administer the ARI, interpret results, adapt instruction, and collect on-going data (running records) to maintain student accountability reports. She will provide **two full-days** of **training** for **instructors** and **two half-days** of training that includes **modeling practices** with students **during** the after-school **Literacy Academy sessions**.

Teachers will learn how to conduct "Student Reflective Analysis"—where students listen to ARI audio recordings of readers and learn to diagnosis reader's strengths/needs, then learn and recommend instructional strategies for support. (Dr. Woods has found that **when students are involved in analyzing other students' ARI reading passages** {both gifted and troubled readers}, **they gain new insight into their own issues**.)

(c) As needed, both the Diagnostician and the Coordinator are able to provide instruction to students.

In all instances, **individual goals** will be **established for students** participating in the Literacy Academy. Goal attainment **results** will be **tracked**, as will the **rates of students who make anticipated growth** (minimum of two years growth across a one-year period) to measure the success of the Literacy Academy intervention.

Individual teacher success will also be **monitored** (using December and April SRI results, disaggregated by teacher). Any teacher determined to be less than highly-effective in providing after-school instruction will be immediately replaced.

(2) After-school Academic Support 2 Hours Monday-Thursday 27 Weeks

Based on students' performance on formative assessments (monthly *Scrimmages* and quarterly Acuity *Benchmarks*) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content support for English/language arts, Mathematics, Algebra and Biology.

For students at Northwest Community High School, this support will be in addition to the targeted assistance that 7th and 8th grade students receive daily during the *8-Step Process* **"Success" period**. A key element of the *8-Step Process* is the continuous use of data to determine which students have mastered content covered over a 3-week period, and which students need additional support.

During monthly **"Learning Log" meetings**, teacher teams will review the results of formative assessments (*Scrimmages & Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute "Success" periods.

At Northwest, "Success" periods will be scheduled daily during 1st Period for 7th and 8th grade students (this is a 47 minute period, which exceeds the 30-minutes of "Success" intervention anticipated within the *8-Step Process*). Based on determinations made by the principal and teachers during the *Learning Log* meeting, all 7th & 8th grade students (school-wide) will be re-grouped during this period. Students requiring Remedial assistance will be assigned to content-area teachers and specialists (generally, not their regular English or Math instructor). Those who have mastered the tested standards will be assigned to Enrichment classes taught by non-content teachers. (Instructional ideas and materials, aligned to English/language arts or Mathematics curriculum will be provided to non-content teachers.)

For all students, the *Success* period will be viewed as a fun and engaging activity (often involving competitive games)—not a punitive or skill & drill event. The intent is to find another way to help students learn missed concepts or to enrich learning that has been demonstrated.

For students in Grades 9-12, regrouping students school-wide presents unique challenges, not present in the Master Schedule and course requirements of middle school students. We continue to struggle with how to fully-embed the *8-Step Process* 30-minute "Success" period into the regular school day for our high school students. That given, we propose the following:

- Students in **Grades 9-12** identified as needing remediation, based on monthly *Scrimmage* and *Benchmark* assessments, will be **required to attend** the **after-school Academic Support** program to obtain the additional support they need.

- Across the 3-year SIG grant cycle, we will **work with** our counterparts at **Warren Central High School** to **examine solutions** to this issue so that by the end of the SIG grant funding cycle Northwest can implement a workable strategy for embedding "Success" into the high school day. It is our understanding that Warren has also struggled with this component of the *8-Step Process* (at the high school level) but may be close to piloting a strategy for addressing this challenge. We are anxious to learn from them and to benefit from their experiences.

So, at a minimum, students in Grades 9-12 who need remediation (based on formative assessment results) will be required to attend the Academic Support, after-school program. Likewise, students in Grades 7 and 8 who continue to struggle (even with the support of daily, 30-minute "Success" periods), will be required to attend the after-school Academic Support program (based on teacher referrals). *It is important to note that <u>any student may attend</u> the after-school programs, but struggling students' attendance will be required.*

Beginning after the first *Scrimmage* results are available, the **after-school Academic Support** program will operate from **2:30-4:30 p.m., Monday through Thursday** for **27 weeks**.

- SIG monies have been budgeted to support **18 teachers** for Academic Support: 5 E/LA; 5 Math/Algebra; 3 Biology; 2 Special Education; and 3 English Language Learner teachers

- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring

- Instructional sessions will generally last for one hour, depending on student need, allowing students to participate in both the Literacy Academy and the Academic Support opportunities (for English/language arts and/or Mathematics/Algebra and/or Biology—depending on individual student need)

For both of the after-school initiatives (Literacy Academy and Academic Support):

- **Snacks** will be provided and **attendance/effort incentives** for students will be given (SIG grant)
- Transportation home following the after-school program will be provided (through district funds)
- A SIG-funded, after-school **Data Clerk** will **track participation** records for reporting purposes. **Student** and **teacher** attendance will be logged, as will be the specific support received by each student, e.g., Literacy Academy and Academic Support for math.
- To ensure the safety of both students and of staff, SIG monies will support the **extended-time services** of an **IPS Police Officer** during the after-school programs.

Intersessions: 15 Additional Days Added to the School Year

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break that has been reduced to eight weeks. (*Note that Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, IPS will use this time to extend learning for students who need additional remediation. The primary funding source for this district-wide intervention during Intersessions will be federal Title I funds. To understand how proposed **SIG-funded initiatives will supplement and enrich** that local effort, it is important to first demonstrate what will be provided for *all* district schools during these Intersession periods.

Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)
Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own district-funded Intersession *principal* and *all other 12-month contracted staff. Other district-funded* personnel will include:

- **English/language arts** and **Mathematics teachers** (the number of teachers provided will be based on the numbers of students eligible—using the district's student selection criteria (below) with a teacher-student ratio of 1:25)

  District Student Selection Criteria Grades 7-8

  - Students with a **failing grade in English or Math course** at 6-weeks into the grading period. Interim (4 ½ weeks) grades will be used to generate a list of students failing at that time. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.

  - Students enrolled in an **ESL class** (LAS **Levels 1 and 2**)

- Students enrolled in a **tiered reading class** (Levels 3 and 4)
- **Special Education** students who will be **taking ISTEP or IMAST** will be considered for remediation based on the above criteria.
- Students who are **new** (moved in during school year) may be selected by teachers for participation.

District Student Selection Criteria Grades 9-12

- Students with a **failing grade in English or Math course** at 6-weeks into the grading period. Interim (4 ½ weeks) grades will be used to generate a list of students failing at that point. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.
- Students enrolled in an **ESL class** (LAS **Levels 1 and 2**)
- **Special Education** students who will be **taking** an **End of Course Assessment** will be considered for remediation based on the above criteria.
- Students who are **new** (moved in during school year) may be selected by teachers for participation.

- 2 Reading Specialists
- 1 Special Education Teacher
- 1 Computer Specialist
- 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
- 1 Social Worker

Among the district's 12 secondary schools, district-funded services will be shared in the provision of:

- 2 Occupational Therapists
- 2 Physical Therapists

- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, **meals** (breakfast and lunch) and school **security** will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. **Training** for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

Every school—including turnaround schools—will receive all of the staffing and training support previously described. However, once the turnaround school is selected by the Indiana Department of Education for SIG funding, **greater authority** will be given to **turnaround principals** in the operation of their Intersession programs:

- Turnaround principals will **select their own Intersession staff**, not receive those assigned by the district. This includes the selection of highly-effective teachers from within the school, or across the district or outside of the district;
- Turnaround staff has the **option to design and provide curriculum specifically aligned** to their own students' needs if they opt not to use the Intersession curriculum provided by the district;
- Turnaround schools **may add content areas**—if desired—beyond the English/language arts and mathematics content areas required by the district; and
- In addition to remediation of academic content, turnaround schools may also **opt to also include** engaging **enrichment activities** for students.

At Northwest Community High School, proposed **SIG grant funding** would be **used during Intersessions** in the following ways:

- *In addition* to the number of E/LA and math teachers allocated through district funds, SIG grant funds would be used to **add 2 E/LA, 2 Math/Algebra, 3 Biology, 3 ELL,** and **2 Special Education teachers.** This will reduce teacher-student ratios and facilitate greater differentiated instruction to better meet individual learning needs.
- **Enrichment teachers** will be added to offer **highly-engaging and classes** intended **to motivate student attendance** during Intersessions. At Northwest, students will be able to select from an exciting variety of classes that will be selected from teacher RFP proposals. Here are examples of some of the ideas surfacing for Intersession enrichment classes:
    - Baby Think It Over (with the mechanical babies that the students take home)
    - The Movie is Good Enough to Read
    - Extreme Graphic Design
    - Home Depot
    - Drumline
    - Poetry Slam
    - Everything You Wanted to Know About Biology
    - Shadow Program for Future Doctors of America
    - College Readiness (University of Indianapolis)
    - IUPUI STEM tutors

The number of enrichment classes needed are dependent upon the school's Intersession schedule, i.e., whether enrichment classes occur across the school day (10 full-time teachers would be needed) or only for the last part of the day (30 part-time teachers needed). Northwest will opt to operate Enrichment classes across the school day and, therefore, request funding for **10 Enrichment teachers**.

Support also will be solicited from **parents** and **Community Partners** in the development and implementation of these Intersession opportunities.

- Depending on the numbers of teachers actually allocated through district funds, the turnaround school may be able to add elements to the district's student selection criteria and, thereby, increase the numbers of students required to attend Intersession. For example, the turnaround school may require any student who has not passed an ISTEP+ exam or End of Course assessment to attend.

As previously mentioned, a part-time **Data Clerk** will assist with tracking student and teacher participation in all extended-time learning opportunities for students, i.e., both during the After-School programs, as well as during Intersession.

Key data findings demonstrate the high levels of need within our turnaround school. Greater need dictates that greater time and heightened intensity of support are required to dramatically move student achievement. We are very excited by the possibilities enabled by the district's new balanced calendar and the additional instructional time available during Intersessions. While it is not a silver bullet for overall learning improvement, it is clearly an important piece of the puzzle.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		Turnaround intervention elements were identified through a series of meetings with school leadership, community partners/leaders, union representative, Associate Superintendent, IPS Turnaround Director and district leadership staff. Budget resources to support the successful implementation of proposed SIG grant components have been carefully calculated to ensure adequate coverage of each element of the Turnaround Model proposed interventions.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		Resources required to support the full and effective implementation of the turnaround interventions are sufficient and appropriate across the 3-year SIG funding cycle. Other aligned resources that enhance SIG-funded initiatives are identified within the proposal (e.g., General Funds; Title I and IDEA monies).
3. Projected budgets meet the requirements of reasonable, allocable, and necessary.	X		Proposed budgets are calculated carefully to reflect standard rates comparable for similar work through other funding sources and all proposed expenditures meet the

All models			requirements for being reasonable, allocable and allowable.

4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		As is evidenced in the attached Budget pages, proposed budgets for each of the 3-year funding cycle exceed the minimum of $50,000, but do not exceed the maximum of two million dollars per year.
Capacity Task	**Yes**	**No**	**District Evidence**
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	X		The district has a three-year plan for phasing in SIG-funded turnaround schools. Beginning with the 2010-11 academic year (Phase I), two of the district's 12 eligible schools presented SIG grant proposals to the Indiana Department of Education for review and approval. Now, in Phase II (beginning with the 2011-12 academic year), the district has applied for SIG grant funding for five additional schools. Next year, we anticipate adding additional eligible schools in Phase III of our plan. To demonstrate its commitment and support of school turnaround, the district (in January 2011) established a *district-funded* Turnaround Office, staffed by a full-time Turnaround Director and full-time specialists for reading, special education, English language learners, and technology (plus dedicated data support).

6. A clear alignment exists between the goals and interventions model and the funding request (budget).

All models

- Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application
- Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions
- Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application
- Funding supports the schools current capacity to improve student achievement

Funding requests for interventions are proportionately balanced and demonstrate an equitable distribution as identified within the SIG Application proposal.

As can be evidenced in **Section II, Budget**, all components of the proposed SIG-funded interventions are accounted for and appear within each of the three year budgets (2011-12, 2012-13 and 2013-14). Highest priority interventions, generally, comprise the more costly proposed expenditures, but no single initiative financially over-powers all others.

Funding budgeted is sufficient and appropriate to support full and effective implementation of the proposed initiatives. All proposed expenditures are reasonable, allocable and necessary. Proposed funding levels exceed $50,000 and are no more than $2,000,000 per year, across the 3-year funding cycle.

Funding directly impacts the school's improvement processes for supporting prescriptive and intentional designed interventions.

Each proposed activity is founded upon **priority needs** identified through **key data findings**, conducted through a comprehensive needs assessment and reflected in **Part A, LEA Analysis of School Needs**.

Funding of strategies, staff and professional development are directly linked to the school improvement goals identified in the SIG Application proposal.

Two over-arching key need findings drive the primary elements of the supports provided through the SIG grant: (1) The need to establish a **process to systematically use data to inform and differentiate**

instruction that will lead to continuous school improvement; and (2) The need to **impact teacher efficacy** in the delivery of highly-effective classroom instruction.

The selection of External Partners, funded staff, extended-time initiatives, incentives for staff and students, professional development and every component proposed within this grant application are directly linked to the attainment of those two over-arching goals. (Detailed in **Section B, Question 2**)

Funding supports the school's current capacity to improve student achievement.

Monies are budgeted in support of **expert External Partners**, **coaches**, **Instructional Leadership Team**, **Reading Apprenticeship** initiatives, and **professional development** to support staff capacity to improve student achievement. The inclusion of **full-time CADRE teachers**, within this proposal, enables classroom teachers to routinely collaborate and receive embedded professional development. (Detailed in **Section B, Question 2**)

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	X		The district, school staff and external experts have the credentials and demonstrated track record to successfully implement the Turnaround Model components. While their roles and expertise have been previously described, within the **Appendices** section of this proposal, **resumes** are provided for **key district** (Turnaround Director and specialists), **school** (turnaround principal) and **external experts** (Pat Davenport, Linda Miller, Mary Lynn Woods and Greg Abati) who will support the work of the turnaround school.

			Beyond the expertise of turnaround staff and relevant systems of support, the district also has demonstrated its ability to implement the Turnaround Model through its 2010-11 experience in two SIG-approved turnaround schools: George Washington and John Marshall Community High Schools (IPS Phase I Schools).

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		As part of the turnaround process, when the school was vacated, teacher candidates—both existing and new staff—were interviewed by the turnaround principals. Within this process, the turnaround principal discussed the expectations of a Turnaround Model and indicated that if the school received the SIG grant, all staff members must commit to fully participating in efforts needed to implement grant components to dramatically increase student achievement. During 2011 summer staff retreats held at Forest Manor PD Center—and led by the new turnaround principals—teachers were required to sign a *Teacher Performance Agreement* pledging their commitment to collaborate, cooperate and work with administrators and colleagues to improve teacher instructional practices and significantly increase student achievement. Teachers are keenly aware of the sense of urgency for demonstrating substantial improvement and fully understand that more is expected from those who serve in a SIG-funded turnaround school.

			Examples of teacher expectations include providing at least two (2) hours per week of after school activities; actively contributing in routine data meetings to improve instructional practices and inform differentiated support for students, based on needs; and participating in professional development opportunities to increase personal growth. Signed *Teacher Performance Agreements* are on file for the potential SIG schools.
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	X		Meetings with parents to solicit input regarding the Turnaround Model (for implementation beginning in the 2011-12 school year) began in **January 2010**. Within those meetings, information was shared regarding the turnaround process and critical data points and possible interventions were outlined. From the community meetings (also attended by faculty and community members), initial plans were developed by existing school administrators and staff describing the components believed necessary to provide and support improved instruction, resulting in significant student achievement gains. These plans were submitted to the Superintendent in December 2010. Prepared by existing school leadership and staff, the quality of those plans varied considerably.

			As required within the SIG-funded Turnaround Model, in January 2011 the superintendent announced his plans to replace Northwest's principal, effective beginning in the 2011-12 academic school year. Parent meetings were convened by the superintendent in spring 2011 at the school. Information was shared regarding the school data points and proposed components of the Turnaround Plan for dramatically turning around student achievement. The reality of PL221 sanctions for not making adequate yearly progress heightened parental and community interest in school turnaround plans. The superintendent discuss this issue and proposed turnaround plans in meetings attended by parents, school staff, administrators, students, Central Office personnel, School Board members and community members.

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion*	x		In monthly meetings across this school year, the Education Committee of the School Board has had comprehensive briefings by Dr. White (superintendent) and Dr. Johnson (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

• *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*			respond to deficits in student achievement. The IPS School Board approved the appointment of the new turnaround principal of our school. The Board also approved the turnaround staffing process, releasing a minimum of 51 percent of the current certified staff, in order to enable the new principal to hire the best teachers to implement the turnaround plans. Board members attended many of the parent meetings with the Superintendent unveiling the turnaround plans and describing the urgency that we must have in order to increase student achievement. The Board has committed publicly to the SIG turnaround process for four of the district's secondary schools for the 2011-12 school year (Donnan, Harshman, Howe and Northwest). 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. Board Retreats (4-times per year) and monthly Board Executive Meetings with Dr. White also enable continuous updates relevant to turnaround schools. *Letter of Support* provided in **Appendices**.

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *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*	x		Superintendent Eugene White has **led** the **district's Turnaround Process** in concert with Dr. Li-Yen Johnson, the Associate Superintendent. This process has been at the forefront of School Board Meetings, Community Meetings, Parent Meetings, Administrative Council, Cabinet, Administrators' Meetings and IEA (teacher's association) meetings. He has routinely **engaged other entities** and **stakeholders** to build their awareness of and support for turnaround efforts, .e.g., the NAACP; the IEA (teachers' association); his executive cabinet members; principals; and leadership within core district divisions. Dr. White asked for each of the turnaround schools to gather committed community members, parents and staff together in January 2011 to begin looking at the achievement data and creating a plan that would aggressively address the academic needs of IPS students. These plans were then submitted and reviewed, with the superintendent requesting any needed revisions. Dr. White personally obtained the support of the School Board to implement a **new district-wide balanced calendar** beginning 2011-12 to reduce the summer break and build in two Intersession breaks (fall and spring) that could be used to extend learning to at-risk students.

			For potential SIG grant schools, Dr. White (with Board approval) **reconstituted** the entire **staff** of the five schools pursuing the SIG-funded Turnaround Model by replacing the principal and rehiring no more than 51 percent of existing staff. To further demonstrate his support of turnaround efforts, Dr. White **created** a **district Turnaround Office** that includes a Turnaround Director, Special Education Specialist, ELL Specialist and an Instructional Technology Specialist (Reading Specialist to be hired). The superintendent directed his cabinet to **remove barriers** to allow for the continuation of the turnaround initiatives throughout the secondary schools and ensured **operational flexibility** for turnaround principals. The new turnaround principal (effective for the 2011-12 school year) was asked by the superintendent to present the turnaround plan to the School Board's Education Committee Meeting. Dr. White has created "**17 Criteria for Continuation**" which is an accountability plan for each of the schools. By December 2011, any school that has not met adequate progress on each of the 17 criteria faces sanctions of immediate removal of the administrative team and teaching teachers.

			Letter of Support provided in **Appendices**.
Capacity Task	**Yes**	**No**	**District Evidence**
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. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	X		During the superintendent's monthly PRG (Professional Relations Groups) meeting, teacher union leadership team members were informed about the various types of school improvement models and the list of schools qualifying for the SIG grants. Turnaround Model expectations were an ongoing topic of discussion during these monthly meetings. Prior to each School Board's Executive Meeting, SIP/SAG meetings are held for district officials, principals, teachers and union representatives to discuss Board items. These meetings have served as a vehicle for providing continuous turnaround school/SIG grant updates, as these have been ongoing Board discussion topics. Examples of union involvement include: • The teachers' union (IEA) was informed, invited and attended every staff meeting explaining the turnaround procedures for staffing at each of the schools, alongside Human Resources personnel. Union leadership (IEA representatives) has also attended all of the community meetings held by Dr. White at the turnaround schools. • Building AR's (Association Reps) attended and participated in all building level staff meetings, PLC

			meetings, and SBDM meetings where turnaround was on the agenda • IEA Leadership went on site visits with central office representatives to see the Chicago Initiatives in turnaround • IEA signed an MOU in March 2011 stating that semi-permanent teachers could be RIF'd based on points that reflect performance • 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 As demonstrated in the attached ***Letter of Support*** (in the **Appendices**), the union leadership team has indicated their awareness of SIG requirements under the Turnaround Model and support the implementation of the operational flexibly enabled through this model.

13. The district has the ability to recruit new principals.

Turnaround, Transformation Models

- *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities*
- *Statewide and national postings*
- *External networking*

There are no limitations within Indianapolis Public Schools restricting principal searches to a designated region. Candidates may be pursued internally and externally through all avenues commonly used by other Indiana school districts.

IPS responded to the recommendation made by the fall 2009 AdvancedED NCA Accreditation visitations team to have a *Leadership Succession Plan* 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):

1. The ***Leadership Identification and Development*** **(LID) 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 participants from this cohort of aspiring leaders to serve in the SIG turnaround school as *Instructional Leadership Team* members (influencers).

2. The **Principal/Leadership Academy** program provides monthly, hands-on sessions 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.

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 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.

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.

Although we also were working with the highly-regarded **EPPSP** (Experiential Programs for Preparing School Principals) at **Butler University**, to develop principal partnership trainings and urban recruitment efforts, the unexpected death of our lead Butler partner (Bill Gavaghan) brought a halt to that initiative.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			

Selection of Turnaround Principal

Leadership **competencies** for impacting change and **demonstrated success** have been the deciding factors for the selection of IPS turnaround principals.

Because the district is entering Phase II of its multi-year plan to implement the SIG Turnaround Model in its highest need schools, IPS administrators have been **monitoring** the **performance** of individuals under consideration as replacement principals for turnaround schools. Competencies sought were identified and principals ultimately selected evidenced these skills sets.

In January 2011, with the approval of the IPS Board of Education, **Superintendent White publicly announced** the appointment of the new turnaround principals. By making this decision early, the newly-designated turnaround principal has been able (from January – May 2011) to **guide decision-making** that will **impact** the **principal's ability** to **implement needed reforms**.

The detailed description of the recruitment and selection process for the turnaround principal is provided at the end of **Section E** of this proposal.

Selection of Turnaround Staff

Those IPS turnaround principals that intended to apply for SIG grant funding were convened to hear about the grant possibilities, as well as grant expectations. Simultaneously, **teachers** in those schools were **notified** that the new turnaround principal would be **required to vacate at least 51 percent** of certified staff within the school (teachers, media specialists, social workers, and counselors—including Title I, ESL and special education staff).

Staff was told that **those interested in remaining** within the turnaround school and committing their energy, talents and complete commitment to turnaround reform were **invited to submit an application** to Human Resources. Those interested were required to submit **Application Packets** that **included**: (1) Most recent mid-year performance evaluation; (2) Three completed reference forms; (3) A letter of application indicating their reasons for interest; (4) A completed Information Sheet, e.g. current assignments, years of service and location/s, certification information, awards or

recognitions, and participation in professional development activities; (5) Evidence of proficient/distinguished performance in Domain 2 {Classroom Management} and Domain 3 {Instruction}; and (6) a signed Teacher Commitment Agreement form, e.g., performance expectations; willingness to collaborate with colleagues and participate in professional development opportunities.

Meanwhile, **new turnaround principals** began to **review key data findings**, hold **conversations with current school leadership staff** and district leaders, conduct **building walkthroughs**. Recognizing that teacher effectiveness is the top school-based factor in student achievement, new turnaround principals spend many hours making **classroom observations** to inform their selection decisions. They met with the district Turnaround Director to discuss the Interview Process and the protocols to be used during their individual interviews of both internal (existing) staff and external applicants.

Following a review of Application Packets, the Turnaround Director and turnaround principals met (individually) to determine which candidates would receive an interview with the turnaround principal. Research-based evidence from The Chicago Public Education's **Public Impact Report** (*School Turnaround Teachers: Competencies for Success*), provided to principals by the Turnaround Director helped turnaround principals frame **interview questions** that would help them (and their interview team) **identify highly-effective** individuals who would be **most likely to work collaboratively** with staff to **dramatically turnaround school performance**.

Once the interview process was completed, **turnaround principals submitted** their **recommendations** to the Turnaround Director for her review, along with the Application Packets and interview scores of their candidates. **Final decisions** were made and **submitted to Human Resources**. Displaced staff lists were sent by Human Resources to the current building principals with **RIF letters issued** by Human Resources the following week.

The turnaround principal for Northwest Community High School **retained 48 percent** of existing certified staff, **vacating 52 percent** of the school's teachers.

More complete descriptions are provided in **Section E** of this proposal.

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models: Monthly focus with identified objectives; Smart Goals; Measurable Outcomes (consisting of transformative, formative, and summative data); and Streamline and scaffolded focus aligned to key findings and root causes in SIG application*

All elements of the turnaround plan are **implemented** in **Year 1** and **sustained across Years 2 and 3**. Findings from continuous implementation monitoring will inform necessary adjustments. Specific, **annual measurable goals** are detailed in **Part 5** of this proposal.

Timelines have been developed centered around key project objectives. The **1st Timeline** focuses on the **overarching project objectives** and the key implementation elements. The **2nd Timeline** is centered on **extended-learning strategies**, i.e., after-school initiatives and Intersessions. The **3rd Timeline** details **additional supports** that will influence dramatically increased student achievement in the turnaround school.

While not specifically identified within each monthly Implementation Timeline, it is understood that across the entire grant period, **continuous oversight** and **collaborative work** (e.g., scheduling, fiscal management and record keeping to inform required reporting expectations) will occur between the turnaround school SIG grant **Project Manager** (& turnaround principal) and the district **Turnaround Director** and **Specialists**, as well as **Bridgette Robinson** (Title I Accounting) and **Vivian Fox** (Curriculum & Instructional Accountability Facilitator).

Turnaround School Implementation Timeline

To increase teacher efficacy and to systematically use data for school improvement, turnaround Instructional Leadership Teams and staff designated by the turnaround principal will actively participate in **External Partner trainings**, team **collaborative planning meetings**, and ***Learning Log* data meetings**. Staff will **implement new strategies for increasing student achievement** in their classrooms and **work collaboratively with coaches and team members.**

SIG-Funded Components: 8-Step Process training (June/July summer 5-day retreat); Pat Davenport quarterly *Process Checks*; and Linda Miller interim *Process Checks* for monthly *Learning Log* principal and team meetings and *Success* interventions for students. **Reading Apprenticeship** initiative, a research-based secondary strategy for using literacy comprehension across academic content areas to engage students and significantly increase learning.

Month	SIG-Funded Components	Other Aligned Resources
June & July	**Contracts** will be **formalized** with **External Partners** and relevant **site-based experts**; school's **Instructional Leadership Team** identified; key SIG-funded staff will be selected by the turnaround principal, e.g., turnaround school's **Instructional Coaches**, **CADRE teachers**, **Project Manager**, **Supplemental Administrator**, etc.)	Turnaround Principal and Associate Superintendent, Turnaround Director; central office HR and fiscal staff
	June 27- July 1 **Annual Summer Retreat**. Day 1 Orientation and Days 2-5 for **8-Steps Training** of Instructional Leadership Team by Dr. Peggy Hinckley (for Pat Davenport in Year 1). **2012** and **2013 Annual Retreat trainings** will be determined based on identified needs (i.e., for *8-Steps*/Reading Apprenticeship)	Associate Superintendent, Turnaround Office Staff, Content Directors
July	*Quarterly Process Check* **dates** will be **determined** for external partner, Dr. Pat Davenport.	Turnaround Director & Turnaround Principals
	5 Days Annual **Leadership Training** for members of the **Instructional Leadership Team** (exemplary teacher leaders selected by the principal)	External Partner, Turnaround School Administrators
	WestEd 3-5 Day Training of Content Teachers to implement **Reading Apprenticeship Model** for using literacy comprehension strategies across content area instruction	District Literacy Office staff; Turnaround Office Reading Specialist

TBD	**5-day Instructional Leadership Team training** will be scheduled (as a full week, or in shorter increments) to provide sustained, extended-time professional development and planning to support identified needs that arise throughout the implementation of the grant	District Turnaround Director and Office Specialists
August	**Weekly site visits** by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD** -- supported by **Cadre teacher classroom coverage** -- are embedded into the turnaround school's Master Schedule. Time is used for lesson planning, sharing instructional strategies and receiving job-embedded professional development.	External Partners & Turnaround Office staff
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Turnaround administrators conduct **weekly classroom walkthroughs** (to inform **Teacher Performance Evaluations**). The **Supplemental Administrator** provides turnaround principal with ongoing work relevant to **teacher performance evaluations** (conducted twice annually).	Turnaround Administrators
	SRI Reading Proficiency Assessment (1st of 3)	Central Office Staff
	Scrimmage Assessment (3-week formative)	Content Directors
	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors

	Monthly **Learning Log (data) Meeting**: Principal & Instructional Leadership Team and **Coach-in-Training** (8-Step Process). Using formative assessment results *(Scrimmage & Benchmarks/*Acuity), the principal, teacher teams and specialists review data to ascertain instructional strengths, share best practices, problem-solve, and determine appropriate interventions to support students.	Turnaround Principal, Coach in Training, Instructional Leadership Team & External Consultant
	Monthly **Interim Process Check** conducted by external consultant Linda Miller to observe, guide and provide technical assistance relevant to *Learning Log* (monthly data) meetings and daily interventions (*Success*) to support and extend student learning. **8-Step Process**	
	Linda Miller meetings with Turnaround Principal & Instructional Leadership Team to **design & formalize rubric** for **Teacher Incentive Award**, based on exemplary implementation of key SIG grant initiatives and student achievement	Linda Miller, Turnaround Principal & ILT members
	Linda Miller meetings with Turnaround Director & Turnaround Principal to **design & formalize rubric** for **Turnaround Principal Incentive Award**, based on exemplary implementation of key SIG grant initiatives and school achievement	Linda Miller, Turnaround Director & Turnaround Principal
	Weekly site visits by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
Sept	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators

	Scrimmage Assessment (3-week formative)	Content Directors
	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists: IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT and **Coach in Training**	External Consultant
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	
	Pat Davenport 8-Steps **Quarterly Process Check** (estimated month). Quarterly meetings will be convened by external partner Dr. Pat Davenport to work with turnaround principals and their leadership team members. Progress on the implementation of the *8-Steps for Continuous Improvement* will be reported. Successes will be shared and problems resolved. Next steps are discussed, with time devoted for team planning. *(Ideally, these meetings are held with multiple school teams, so participants can benefit from insights of other school teams.)*	Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant
October	**Weekly site visits** by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
	Benchmark/Acuity Assessment	Content Directors

	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT and **Coach in Training**	
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	
	Weekly site visits by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
Nov	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
	Scrimmage Assessment (3-week formative)	
	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT and **Coach in Training**	External Consultant
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	

	Thanksgiving Break (Nov 21-23 unpaid; Nov 24-25 paid holiday)	
	Weekly site visits by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
Dec	SRI Reading Proficiency Assessment (2nd of 3) Benchmark/Acuity Assessment	Central Office Staff
	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT and **Coach in Training** Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	External Consultant
	Pat Davenport 8-Steps **Quarterly Process Check** (estimated month)	Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant

	Mid-year **Incentive Awards** for **Teachers** (based on exemplary performance aligned to implementation of key SIG grant initiatives & student achievement)	Turnaround Principal & Instructional Leadership Team
	Mid-year **Incentive Awards** for **Turnaround Principal** (based on exemplary performance aligned to implementation of key SIG grant initiatives & school achievement)	Associate Superintendent, Turnaround Director & Turnaround Principal
	Winter Break (December 26 through January 6, 2012 unpaid)	
	Weekly site visits by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
January	Saturday Teacher Development of materials & strategies for **"Countdown Calendar"** (20 days before State assessments)	Turnaround Office experts; Content Directors
	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
	Graduation Coach provides principal and staff with status of credits earned 1st semester by Freshmen (to inform appropriate interventions needed).	Counselors; Content Teachers
	Scrimmage Assessment (3-week formative)	Content Directors

	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT	Turnaround Principal, Coach in Training, Instructional Leadership Team & External Consultant
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	
	Weekly site visits by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
Feb	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
	Benchmark/Acuity Assessment	Content Directors
	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT and **Coach in Training**	
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	External Consultant

	Weekly site visits by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
	Scrimmage Assessment (3-week formative)	Content Directors
March	**Two full-time Instructional Coaches (E/LA and Math)** collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT and **Coach in Training**	
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	External Consultant
	ISTEP+ Applied (March 5-14, 2012)	Assessment Division
	Pat Davenport 8-Steps **Quarterly Process Check** (estimated month)	Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant
	Saturday Teacher Development of materials & strategies for **"Countdown Calendar"** (20 days before State assessments)	Turnaround Office experts; Content Directors

	Spring Break (April 2-6 unpaid)	
April	**Weekly site visits** by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
	Benchmark/Acuity Assessment	Content Directors
	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists; IPS Content Directors
	Monthly Learning Log (data) Meeting: Principal & ILT and **Coach in Training**	External Consultant
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	
May	**Weekly site visits** by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
	Weekly **team planning meetings/embedded PD**	

	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Weekly administrative **classroom walkthroughs**. Ongoing performance evaluation work provided by **Supplemental Administrator.**	Turnaround Administrators
	ISTEP+ MC (April 30 through May 9)	Assessment Division
	Advanced Placement Tests (April 30 through May 11)	Assessment Division
	End of Course Assessments (May 14 through May 24)	Assessment Division
	Scrimmage Assessment	Content Directors
	Two full-time Instructional Coaches (E/LA and Math) collaborate with turnaround principal, provide instructional coaching support to content teachers, support team Data work, and serve as key members on ILT	Turnaround Office Specialists: IPS Content Directors
	Monthly **Learning Log (data) Meeting**: Principal & ILT and **Coach in Training**	External Consultant
	Monthly **Interim Process Check** (L. Miller/focus on *Learning Log/Success*)	
	Weekly site visits by Turnaround Director and Turnaround Office Specialist to **monitor SIG grant implementation** and provide **technical assistance**	Associate Superintendent
June	Weekly **team planning meetings/embedded PD**	
	End-of-year **Incentive Awards** for **Teachers** (based on exemplary performance aligned to implementation of key SIG grant initiatives & student achievement)	Turnaround Principal & Instructional Leadership Team

	End-of-year **Incentive Awards** for **Turnaround Principal** (based on exemplary performance aligned to implementation of key SIG grant initiatives & school achievement)	Associate Superintendent, Turnaround Director & Turnaround Principal
	Weekly **Instructional Leadership Team (ILT) meetings** are convened **(after school)**, by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.	Turnaround Office staff, district Content Directors, & External Partners
	Graduation Coach provides principal and staff with status of credits earned 2nd semester by Freshmen (to inform appropriate interventions needed).	Counselors; Content Teachers
	SRI Reading Proficiency Assessment (3rd of 3)	Central Office Staff
	End of Course Assessments (June 21 through June 29)	Division of Assessment
	Pat Davenport 8-Steps **Quarterly Process Check** (estimated month)	Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant
June & July	Evaluation of the **effectiveness of interventions** provided by External Partners and SIG-funded staff	Turnaround Director, Turnaround Principal, Project Manager , ILT members
	Evaluation of the **impact on student achievement** (attainment of **Annual Goals**)	Turnaround Director, Principal, PM & Assessment Division
	Identification of adjustments needed to address any concerns emerging from the annual evaluation of SIG initiatives and student achievement	Associate Superintendent, Turnaround Director, Turnaround Principal

	Submission of annual reports required by the Indiana Department of Education, relevant to the SIG Grant	Turnaround Director, Turnaround Principal, Project Manager, Fiscal Staff & IDOE Staff
July	*New Teacher Induction; Summer PD Trainings; Program Development Work*	Central Office Staff, District Content Directors

Through **extended learning opportunities**, supported by targeted interventions, student achievement will dramatically increase, as measured by results on State assessments aligned to Indiana academic content standards. (Annual Goals)

Month	SIG-Funded Components & Related Tasks
July	**Purchase** tools for after-school Literacy Academy (themed **Novel Units, ARI Diagnostic testing & intervention materials**)
August	Select the individual to serve as the after-school Literacy Academy **Diagnostician** **2 Days** of ARI Training (diagnostic assessments & instructional strategies) by **Mary Lynn Woods** for After-School Literacy Academy Leadership (Coordinator, Diagnostician & 2 Reading Teachers) Selection of highly-effective after-school Literacy Academy Reading Teachers and Orton-Gillingham-Trained Reading Teachers (pull district-wide, or beyond, as needed) **Training** of after-school **Reading Teachers** by **Donna Walker** (IPS Literacy Director) to use themed **Novel Units** during Literacy Academy instruction Identification of Enrichment sessions/teachers to be offered at Intersession Selection of Intersession Academic & Enrichment teachers

	Part-time **Data Clerk** and **Police Officer** identified to support after-school instructional programs IPS District Training of Intersession Staff (August 25-29) Identify students **required to attend** after-school Literacy Academy (based on SRI results) **After-School Literacy Academy Begins (2 hrs, Mon-Thurs for 33 weeks)**
Sept	**Half-day** of **ARI Training** (diagnostic assessments & instructional strategies) by **Mary Lynn Woods** for After-School Literacy Academy Leadership (Coordinator, Diagnostician & 2 Reading Teachers) Final selection of Intersession Academic & Enrichment teachers Selection of **students required to attend** Intersession IPS District Training of Intersession Staff Selection of after-school Academic Content Teachers for student remediation
October	**Half-day** of **ARI Training** (diagnostic assessments & instructional strategies) by **Mary Lynn Woods** for After-School Literacy Academy Leadership (Coordinator, Diagnostician & 2 Reading Teachers) **After-School Academic Support Begins (2 hrs, Mon-Thurs for 27 weeks)** **Fall INTERSESSION October 10-21, 2011** **Implement full-day academic and enrichment sessions (10 days)**
Dec	**Evaluation** of the effectiveness of after-school **Literacy Academy** instruction
January	Identification of Enrichment sessions to be offered at Intersession

Feb	Selection of Intersession Academic & Enrichment teachers
March	Selection of **students required to attend** Intersession Spring INTERSESSION March 26-30, 2012 Implement full-day academic and enrichment sessions (5 days)
Jun-12	**Evaluation** of the effectiveness of after-school **Literacy Academy** instruction

Additional social, behavioral, community and family initiatives will further support student attendance, motivation and learning in school.

Month	SIG-Funded Components
July	**Purchase student incentives** for exceptional performance & behavioral rewards
August	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) **Greg Abati, Behavioral Management Specialist**, conducts thorough analysis of needs and begins work with school staff to establish rules, rituals and routines to address issues. Dates of availability will be finalized upon approval of SIG grant. (Months identified within this timeline are estimated) **Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet) **Graduation Coach** will use research-based risk factors to identify freshman cohort for targeted interventions. Initial work with students will begin in August.
Sept	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff)

	Greg Abati work with targeted staff/embedded PD for identified staff
	Community Outreach Coordinator work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet)
	Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
October	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff)
	Greg Abati work with targeted staff/embedded PD for identified staff
	Community Outreach Coordinator work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet)
	Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
Nov	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff)
	Greg Abati work with targeted staff/embedded PD for identified staff

	Community Outreach Coordinator work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet) Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
Dec	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) **Greg Abati** work with targeted staff/embedded PD for identified staff **Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet) Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
January	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) **Greg Abati** work with targeted staff/embedded PD for identified staff **Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet)

	Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
Feb	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) **Greg Abati** work with targeted staff/embedded PD for identified staff **Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet) Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
March	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) **Greg Abati** work with targeted staff/embedded PD for identified staff **Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet) Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).

April	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) **Greg Abati** work with targeted staff/embedded PD for identified staff **Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet) Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
May	Monthly **Family Night Dinner** (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) **Greg Abati** work with targeted staff/embedded PD for identified staff **Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet) Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
June	**Community Outreach Coordinator** work to sustain, enhance and establish new partnerships. (Particular focus on work with business leaders to support efforts of the Business Finance Magnet)

	Freshman **Graduation Coach** will address targeted students' **non-academic barriers**; ensure they are **in school** and **meeting classroom expectations**; **attending after-school and extended-time remediation supports**, as needed; and inform the work of monthly *Learning Log* data meetings. **Credit accumulation** of all freshmen will be **tracked** & **reported** to staff (mid-year and end-of-year reports).
July	**Effectiveness** of these initiatives will be **monitored** across the school year, with **adjustments** made as warranted. End of year **evaluation** results will demonstrate **impact**.

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *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)*			

As detailed in **Section E, Question 5**, in January 2011 a district-funded **Turnaround Office** was **established** for Indianapolis Public Schools. The newly-appointed **Turnaround Director**, Yvonne Rambo—selected as last year's *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, low-achieving schools and has demonstrated her effectiveness in turning around school performance. Evidence of her effectiveness is documented in **Section E** and her resume is attached in the **Appendices** of 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** (Patricia Elff) and **ELL** (Catherine Fuller) Specialists; **Technology** Instructional Specialist (Christine Strattman); and Reading Interventionist (TBA). A **data specialist** (Kathy Ducote) is also assigned to work specifically in support of turnaround schools.

Turnaround around specialists' individual **skills sets** are identified in **Section E, Question 5**, and their **resumes** are attached in the **Appendices** of this proposal.

The newly-appointed Turnaround Director and turnaround principals report directly to the **Associate Superintendent, Dr. Li-Yen Johnson** who was instrumental in the application for and implementation of the IPS *Phase I* SIG-funded turnaround schools: George Washington and John Marshall Community High Schools. These two high schools will be entering Year 2 of implementation of their successful Turnaround Model initiatives.

Dr. Johnson 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). She also plays an integral and ongoing role in the selection of and work provided by contracted External Partners.

External Partner roles are **detailed within** this **grant proposal** and **resumes** of each partner are **provided** in the **Appendices** section of this proposal.

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	X		As a result of the Takeover status of seven IPS schools, community engagement relevant to school turnaround has been particularly strong. Community meetings, both specific to State intervention and to SIG turnaround interventions (e.g., the replacement of the principal and more than 50 percent of school staff; the development of a SIG proposal to support local intervention efforts), have been convened by both Superintendent Eugene White and by State Superintendent of Public Instruction Tony Bennett. Dr. White began his community meetings in January 2010, soliciting public input as he charged existing school staff with the development of turnaround plans. While Superintendent White led initial meetings, building

			principals followed up with turnaround planning meetings and discussions with building staff and community members. In January 2011, Dr. White announced administrative changes for the upcoming 2011-12 school year and called for the replacement of principals and reconstitution of staff (particularly for any school seeking SIG Turnaround Model funding to support its intervention efforts for the 2011-12 school year). Dr. White met with community members at the Indianapolis Urban League on February 10, 2011 and provided a PowerPoint that was shared at that meeting, titled "Turnaround Schools in the Indianapolis Public Schools." By spring 2011, he hosted community meetings at school sites for the seven schools potentially eligible for State takeover or intervention where community members heard the school's current status from state officials, discussed ideas and solicited community input and support. • March 14, **Manual**; • March 23, **Donnan**; • April 6, **Broad Ripple**; • April 11, **Howe**; • April 18, **Arlington**,

			• April 25, **Washington**; and • April 27, **Northwest**. These meetings were followed by community meetings hosted by State Superintendent, Dr. Tony Bennett and Department of Education officials. Building principals urged community participation at these events (through ConnectEd and direct contact), information was posted on the IPS website, and newspaper articles and television coverage heightened public interest in participation. Dr. Bennett's community meetings began at 6:30 pm and were held in each school's auditorium on: • May 31: **Broad Ripple Magnet High School for the Arts and Humanities**, 1115 Broad Ripple Ave. • June 1: **Arlington Community High School**, 4825 N. Arlington Ave. • June 8: **Emmerich Manual High School**, 2405 Madison Ave. • June 9: **Northwest High School**, 5525 W. 34th St. • June 13: **T.C. Howe Community High School**, 4900 Julian Ave. • June 20: **Emma Donnan Middle School**, 1202 E. Troy Ave. • June 29: **George Washington Community High**

			School, 2215 W. Washington St.

Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models (Title I, Title II, Title III, IDEA, E-Rate, TAP)*			

Other Aligned Resources: Grant Activities for NORTHWEST Community High School		
SIG-Funded Intervention	**Other Resources**	**Funding Source**
5-Day **Annual Summer Trainings**, aligned to *8-Step Process* & Annually-Identified Priorities	**District Turnaround Director** oversees turnaround schools, provides support and is accountable for reporting implementation progress & student performance results	*Title I*
	District Content Directors develop Instructional Calendars (aligned to State Academic Calendars), design & score monthly Scrimmage/Benchmark formative assessments) and provide professional development	*District Funds*
	Associate Superintendent provides direct-report of Turnaround Director and SIG Turnaround Principal, enabling efficient resolution of issues	*General Funds*
Instructional Leadership & the **Efficacy of Instructional Practice**	**5 Reading Teachers** provide elective Reading and ECA lab classes (in addition to core E/LA coursework) to support students with greatest needs	*Title I*
	18 Special Education coach/teachers provide direct and co-teaching support to IEP students	*IDEA*

	4 ELL teachers provides support for students in Proficiency Levels 1 & 2	*Title III*
	Funding provides **job-embedded professional development** to support the achievement of limited English proficient students	*Title III*
	IPS's **Professional Development Center** (formerly Forest Manor Middle School) serves as hub for annually providing hundreds of hours of training, provided by district Content Directors: (Donna Walker, Literacy; Teresa Morris, Math; Susan Becker, Science; and Gerald McLeish Social Studies). Outside training events are also hosted at the IPS Professional Development Center	*District funds*
	Reading Apprenticeship training (Donna Walker, Linda Jesse & district literacy staff) supports content teachers use of literacy comprehension strategies across core content coursework	*Title II and WestEd initiatives (via federal i3 grant)*
	District provides annual principal training for conducting teacher **performance evaluations**	*Title II A*
	Turnaround Office **Reading Interventionist**, **Special Education** and **ELL Specialists** provide modeling, mentoring & professional development	*Title I*
	Funding supports the **recruitment of principal/teaching staff** with the capacity and the willingness to effectively support turnaround expectation for significantly increasing students" achievement	*Title II*
Lead External Partner (Pat Davenport) 8-Steps Quarterly Process Checks & External Consultant Linda Miller monthly onsites	**Cynthia Roach**, district Director of Assessment, provides **State assessment (ISTEP+ and ECA) results** for Turnaround School and comparisons to district/State averages	*District funds*
	Kathy Ducote is district **data expert** for Turnaround Schools (district *Scrimmage/Benchmark* data comparisons to district results)	*Title I*

	Turnaround Office **Instructional Technology Specialist** (supports turnaround school's data tracking systems)	*Title I*
	District E/LA, Math & Science **Content Directors** oversee formative assessments and the resolution of relevant issues, e.g., alignment, rigor & maintenance	*General Funds (Directors) Title I funds (Facilitators)*
	District Associate Superintendent and Content Directors annually provide **New Teacher Induction** summer training introducing the district's *Instructional Calendar* and formative assessments (*Scrimmages/Benchmarks*) & use of IPS Online tools.	*General Funds & Title II*
	IDOE **state Title I director** and **Title I staff** support 8-Steps Trainings and provide technical assistance to schools using this improvement process	*Federal Funds*
4 CADRE Teachers (and new teachers hired via staff vacancies)	**Recruitment of new teachers**, including candidates from Teach for America, Woodrow Wilson Scholars, Indianapolis Teaching Fellows (Marian) and New Teachers Project	*Title II*
2 Instructional Coaches (E/LA and Math)	Limited funding available to support **coaches** (significant levels of funding re-directed to support Intersession remediation efforts), but 1 **E/LA** and 1 **Math data coaches** shared with another school	*Title I*
	District Turnaround Office Support: **Reading Interventionist; Special Education & ELL Specialists; Technology Instructional Specialist** provide onsite coaching & technical assistance to Turnaround school instructional leadership and teachers	*Title I*
	1 Special Education coach supports the work of Special Education & classroom teachers' work with IEP students	*IDEA*

	Kathy Ducote, district data expert for Turnaround Schools, will support Coach-in-Training in the role as **Data Coach** during monthly *Learning Log* (data) meetings for using monthly *Scrimmage/Benchmark* data to inform instruction & re-group students for intervention support	*Title I*
5 Days Training of **Twelve 7th & 8th Grade Core Content Teachers** to use the **Reading Apprenticeship Model** (for using literacy comprehension strategies across content area instruction)	WestEd Strategic Literacy Initiative (developer of the Reading Apprenticeship Model) used in a cohort of IPS schools	*i3 Grant Award*
	IPS **Literacy Director** (Donna Walker) and members of her staff have received Reading Apprenticeship Model trainings. They can **provide Reading Apprenticeship Model ongoing support** to content teachers	*Title II*
	Turnaround Office **Reading Interventionist** can provide **additional training** and **support**	*Title I*
After-School **Literacy Academy** (and **ARI diagnostic assessment training** by Mary Lynn Woods) and **Academic Support** Programs	**PD Training** by district **Literacy Director** for use of **Novel Units** during Literacy Academy	*Title II*
	District **Reading Teachers/Specialists** and **Orton-Gillingham-trained Teachers** will be selected (district-wide and beyond, as needed) to provide after-school instruction (2 hrs. Mon-Thurs) to students reading two or more years below grade level	*General Funds and Title I*
	School-day **Reading classes** and **ECA labs** (providing an additional class for struggling students)	*Title I and General Funds*
	Alternative interventions available to support after-school initiatives: Linda Jesse, **Reading Apprenticeship** Specialist; **Plato** Specialist; **Achieve3000** Specialist; **SpringBoard** Specialist within the district Literacy Office	*Title II*
	Grant funding ($10,000) provides support for after-school tutoring	*Alternative Education Grant*

	STEM college tutors provide additional instructional support during students' study periods (students referred by teachers)	*IUPUI*
Intersession Instruction to add 15 days to the instructional school year	8-hours of IPS **District Training** for Intersession staff: August 25-29 and October 2011	*Title II & District Funds*
	IPS will provide: Principal (& all 12-month staff); Content teachers for E/LA & Math; 2 Reading Specialists; 1 Special Education Teacher; 1 Computer Specialist; 1 Parent Liaison; 1 Social Worker; Shared OT/PT, Speech Pathologist & Nurse; Staff Training; Student Transportation; Security Officers; Breakfast & Lunch for Students	*District Funds, Title I & USDA School Nutrition Funds*
	Applicant candidates will be **recruited** for teaching **academic or enrichment classes** from district-wide applicant pool and from candidates & resources outside of the district	*District & Title II*
	Support for Intersession activities will also come from parent, business, community & university partners; RFP proposals from teachers for Enrichment sessions	*Private, university & partnership support*
	IPS **summer school** program & remediation funding available for interventions that **extend** the **school year**	*State funding*
Behavioral Management Specialist, Greg Abati	School **discipline team** will establish rules, rituals & routines to address school-wide behavioral issues, particularly as they relate to **truancy** issues at the **Middle School** and **Freshman Center** levels	*General Funds*
	Guidance Counselors and **Social Worker** will participate in trainings & the development of effective interventions, for use school-wide	*General Funds*
Community Outreach Coordinator	The **Title I Parent Liaison** will coordinate **monthly Family Night Dinners** (to share reform updates, seek input, celebrate successes & enjoy dinner with students, families and staff	*Title I*

	Parent Liaison conducts **10 home visits** (minimally) per month, provides **monthly parent workshops** (to share build their understanding & keep them connected to IPS resources & support family needs)	*Title I*
	Community business leaders and **partners** will support Northwest's efforts to greatly enhance offerings of the **Business Finance Magnet program** (Greg Clark Insurance Agency; Teacher's Credit Union; Net Literacy; Allison Transmission; PNC Bank; WBND Internet Radio, and the IU Kelly School of Business)	*Private & Corporate Resources*
	The **Lead Counselor** will collaborate with the Community Outreach Coordinator to establish and coordinate **student internships** with local business partners	*General Funds*
	Midtown will provide **free mental health services** to students eligible for Medicaid (beginning in SY 2011-12)	*Midtown Mental Health*
	Shalom Clinic, located within Northwest, provides **pregnancy** and **parenting** classes. **Full-time, licensed nurse practitioners** staff the clinic. They can **prescribe medication, complete athletic physicals** and **give shots** (free flu shots)	*Shalom Clinic*
Graduation Coach	Indianapolis Chamber of Commerce previously provided support to targeted Marion County High Schools. Northwest was not part of that imitative. (Chamber funding will no longer be available next year)	*Not Applicable*
	Work with **community partners** and relevant **County & State agencies** to address at-risk students' **non-academic barriers** that interfere with learning	*Non-Financial Community Partnership Supports*
	Collaborate with **school counselors** and **social worker to resolve attendance** and **family issues**	*General Funds*

19. The district demonstrates the ability and commitment to increased instructional time.

Turnaround, Transformation Models

- *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
- *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
- *A needs assessment has been completed to identify areas where extended time can be most effectively used*
- *Increased learning time is structured as a vehicle to support differentiated learning (ex:...)*
  - *An additional block of time embedded into the school day*
  - *Summer enrichment/remediation*
  - *Saturday intervention*
  - *Before or after school enrichment/remediation*
  - *School vacation weeks*
- *Compensation for extended day is identified by the LEA*

As described in **Section B, Question 2** (and further detailed **in Section E, Question 8**), we are able to demonstrate our ability and commitment to increased instructional time for students.

- This proposal extends learning for students through two initiatives: (1) **after-school academic programs** for 2-hours on Monday through Thursday; and (2) an **additional 15 school days (Intersessions)** that will offer a 195-day school year for participating students.

- **Learning time for students will be increased by more than 300 hours:**
  15 Additional Intersession School Days x 6 hours per day = 90 hours

  After-school Literacy Academy: 4 days x 2 hours (8 hours) x 33 weeks = 264 hours

  After-school Academic Support: 4 days x 2 hours (8 hours) x 27 weeks = 216 hours

  At a minimum, students would receive 306 additional hours; at a maximum 354 hours

Key data findings, presented in **Section A** of this proposal were **used to determine priority academic areas** for extended-time supports.

- The new after-school **Literacy Academy** will **differentiate instructional strategies** (based on student needs and ARI diagnostic test results), offer adjusted teacher-student instructional ratios (with highest need students working 1:4, or less; and other students working in grouping up to 1:20); and be provided by **highly-qualified Reading Specialists** and **Orton-Gillingham-trained Reading Teachers**. Teachers will be selected from across the entire district (and beyond, as desirable) and be **paid hourly wages** for extended-time instruction.
  Northwest's mid-year SRI results showed that 434 students (**43 percent**) were **reading two or more years below grade level**.

- The new **after-school Academic Support** program will provide **highly-qualified content teachers** (selected by the turnaround principal) to offer instructional support needed **based on the student's performance** on **formative assessments** (monthly *Scrimmage/Benchmark*), **classroom performance** or teacher recommendation.
  Northwest will **regroup students**, based on need, for after-school instructional support in the content areas of **English/language arts**, **mathematics**, **algebra** and **biology**. Instructional **group size will vary** depending on instructional focus and degree of need of each student. Teachers selected to provide extended-time instruction will be **paid** their **hourly wages**.

- Beginning in school year 2011-12, a new district-wide **balanced calendar** will offer a two-week break in the fall and a one-week break in the spring (in additional to traditional seasonal breaks). These breaks, called **Intersessions**, will be used to extend student learning. An additional **15 full-days** of instruction will be provided for students.
  The district will fund remedial support in the academic content areas of English/language arts and mathematics. SIG grant monies will be used to hire **additional highly-qualified content teachers** (to supplement the district's efforts,

reduce teacher-student ratios and—possibly—reach greater numbers of students). SIG funding also will be used to **add Enrichment teachers** (highly-engaging sessions, designed to motivate student attendance). All instructional teachers will be **paid** their **hourly wages**.

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 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 B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***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:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (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; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	

Design and implement school intervention model consistent will federal application requirements.

(a) As **demonstrated in Section A**, a comprehensive needs assessment was conducted to ascertain priority needs within the school. Using findings and root causes from the *Analysis of Student and School Data, Self-Assessment of Practices of High-Poverty, High-Performing Schools*, feedback from IDOE *Quality Review Reports* and input from Indianapolis Public Schools *Phase 1* turnaround principals, **overall needs were identified** to **inform reform design** and **related proposal components**.

The two overarching needs identified were:

- Impact **teacher efficacy** in the delivery of highly-effective classroom instruction; and
- Establish a **process to systematically use data** to inform and differentiate instruction.

(b) As is **demonstrated** in **Section C**:

A **proposed budget** that is sufficient and appropriate covers all elements of intervention through SIG funding. All requested funds are reasonable, allocable and necessary and fall within the established levels available under this grant. **Other State, federal** and local **funding sources align with and support** major elements of the proposal, as demonstrated in **Section D, Question 3**.

The district and the school staff have the **credentials** and **track records** to successfully implement the Turnaround Model reform initiative. The turnaround principal has been selected based on their performance, observations, past work achievements and the recommendation of the superintendent.

Multiple community meetings have been held, more than **50 percent of existing staff** has been **removed** from the school (effective for 2011-12), and **retained or incoming** staff **selected by the turnaround principal, based on their capacity and willingness** to fully-participate in expectations detailed within this proposal.

The **superintendent, school board** and **teachers' association** are committed to ensuring that the turnaround principal has **greater authority and flexibility** than similar, traditional IPS schools (e.g., not bound by teacher contract language upheld for traditional IPS school leaders), as supported in **Section C, Questions 10-12**.

The **detailed Timeline** provided in **Section C, Question 15** of this proposal is **realistic** and demonstrates **implementation of all elements during** school year **2011-12**. The district also has demonstrated its capacity through its **successful Model implementation in** its ***Phase 1*** **turnaround schools** (George Washington and John Marshall Community High Schools).

Increased learning time is **embedded** into the school's daily schedule **for both students—and for staff**. Students receive instructional support daily for two hours after school, **Extended-time** learning occurs during **15 additional school days** (during Balanced Calendar *Intersessions*). Master Schedule provides **weekly planning, collaboration** and **data meeting times** for **teachers**. They also annually participate in **5- 10 days** of **summer** trainings, **weekly after-school** professional development, and episodic **Saturday** work sessions. **Compensation** for extended time is specified in **Section C, Q 19**.

Increased instructional time for students **is tiered** for differentiated learning and **supported** by licensed and highly-effective educators, selected by the turnaround principal.

(c) The **school improvement process** is aligned to designed turnaround interventions through the implementation of the **8-Step Process for Continuous Improvement** (Dr. Pat Davenport) and the delivery of teacher efficacy trainings and coaching support described within the proposal. These services are described in **Section D, Question 2**. Further evidence of the alignment among all proposed interventions is provided throughout the proposal, as well as within the budget and Timeline descriptions.

(d) **Other resources that will support** the turnaround design and implementation of proposed interventions are detailed in **Section C, Question 18** and in **Section D, Question 3**.

(e) Evidence of the engagement of stakeholders (staff, parents and community) occur throughout the proposal, but most notably in **Section C, Questions 9-14 and Question 17**.

(f) Teachers are scheduled into **collaborative planning and data meetings** on a **weekly basis (at a minimum)**, as demonstrated in **Section E, Question 4** (Job-embedded professional development).

(g) – (j) The **district's turnaround director** will oversee the expectations delineated below. She will work in collaboration with the **turnaround principal**, the **project manager** or other personnel designated by the turnaround principal. The following documentation will be established and reporting requirements will be met, upon approval of an approved SIG turnaround plan:

- Documents to support ongoing communication with External Providers who provide professional development activities relevant to the grant award;
- Meetings and communications will be tracked;
- Schedules, goals and timeline will be followed or amended—and followed, as approved by the IDOE;
- All data or forms, required for reporting by the IDOE to the USDE will be submitted in accordance with the established timeline.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***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:*** (a) Identifying external providers based on each school's SIG needs; (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; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	

The Turnaround Model requires the selection and implementation of an instructional model based on student needs. Job-embedded professional development, designed to build capacity and support staff, is an integral component of successful turnaround models. The model anticipates the continuous use of data to inform decision-making and differentiate instruction and supports.

(a) Identify External Partners Based on School Needs; and

(b) Selecting Partner Based on Commitment of Timely and Effective Implementation and the Ability to Meet Turnaround School Needs

A review of our **Key Data Findings and Root Causes** (based on Achievement Data Findings, Student Leading Indicators, *Self-Assessment of Practices in High-Performing Schools*, and IDOE *Quality Review Findings*) led to the identification of **two over-arching needs**.

- The need to establish a **process to systematically use data to inform and differentiate** instruction that would lead to continuous school improvement; and

- The need to **impact teacher efficacy** in the **delivery of highly-effective classroom instruction**.

As a former recipient of SIG grant funding, the search for an External Partner was a task with which we were familiar. Throughout this year's search, efforts were focused on identifying partners who could provide services directly-aligned with our priority needs.

Over the past five months, countless days and hours have been devoted to the analyses of and interviews with potential External Partners. Initially we began with providers either known to us or highly-recommended by others. While attending the October 2010 Council of Great City Schools conference in Tampa, we began networking with urban leaders in other states. Encouraged by references made by urban colleagues, in January we began our investigation with **Pearson Learning Solutions**. From our first conversations, to the last, our intent was to secure highly-skilled personnel willing to invest significant time, *onsite*, to support teacher efficacy in the delivery of highly-effective classroom instruction.

While conversations were stimulating and programs offered appeared worthy, they were (in large measure) *programs*—not long-term *personnel* support. Essentially, through Pearson, various programs—aligned to the RtI model—were presented that provided a Workshop approach for core instruction (Tier 1). Intervention programs (i.e., Literacy Navigator, Mathematics Navigator, and Science Navigator) would support struggling students (Tier 2); and Ramp-Up programs (for English, math and science) would be used to replace instruction for those students unable to access the core instructional program.

Substantial and sustained ground-support for building teacher capacity to use these tools (and employ effective instructional approaches) could not be offered at the level we had anticipated. Further, the Pearson initiative would require the use of

their interim (QRI assessments) and annual pre/post Gates-MacGinitie testing (available through Pearson) to enable comparisons to other schools and districts, nationwide.

At that point, efforts shifted to conversations with **SchoolWorks**, the existing External Partner for John Marshall and George Washington Community High Schools (district turnaround schools). As with Pearson, we sought more intensive ground support—more time onsite and providers who would be more readily-accessed than what previously had been negotiated for our two turnaround high schools.

While both Marshall and Washington have enjoyed and benefitted from their partnership with SchoolWorks, external evaluations of those partnership efforts occurred in May. Although progress was evidenced, through the work with SchoolWorks, the provider's impact was not viewed as substantial enough to make the levels of improvement expected of a SIG Turnaround Model school.

Ultimately, it was decided to do two things:

(1) Select as our External Partner **a proven provider** to help us establish a **process that systematically uses data to inform and differentiate** instruction; and

(2) To address our **instructional efficacy issues** through the selection of exceptional Coaches, augmented by continuous and embedded professional development supports described throughout this grant proposal (e.g., Reading Apprenticeship initiatives, Literacy Academy trainings).

Our selected **External Partners** have been carefully chosen based upon our **highest priority need** and the **partners' demonstrated ability** to provide timely services that can effectively guide and support turnaround teaching and learning in our school. A brief summary is provided below.

Lead External Partner: **Dr. Pat Davenport** will provide the foundation and systematic framework for turnaround principal and staff's routine use of data for continuous school improvement. Using her nationally acclaimed and highly-successful ***8-Step Process for Continuous School Improvement***, she will provided intensive annual summer process trainings and conduct Quarterly *Process Checks* to oversee and inform process implementation.

The *8-Step Process*, first used in Indiana's MSD of Warren Township Schools and, subsequently, in IDOE-identified high-need schools, is a proven system to: (1) continuously **use Data** to determine areas of strength and weakness; (2) follow **Instructional Calendars** (pacing guides) to ensure coverage of required academic standards; (3) maintain **Instructional Focus**; (4) use formative and summative **Assessments** for decision-making; (5) provide extended **Tutorial** support to struggling students; (6) provide extended **Enrichment** opportunities to students who have mastered current work; (7) ensure **Maintenance** of previously-taught standards; and (8) routinely **Monitor** process implementation.

External Consultant: Linda Miller will supplement the summer and quarterly work of Dr. Davenport by conducting *monthly* intermittent *Process Checks* that will primarily **focus on two key elements** of the *8-Step Process*. She will provide on-going external reviews and offer technical assistance relevant to the effective implementation of monthly "**Learning Log**" data meetings and daily "**Success Periods**" for providing targeted and engaging support for re-grouped students.

As a turnaround school, we know that the only way to dramatically increase school performance is for everyone to be on the same page. With the expertise and leadership provided by our External Partners and the SIG funding to initiate these systems of support, our school will have the knowledge, resources and the time to accomplish tasks intrinsic to our proposed reform model.

(c) Interviewing and Analyzing External Providers (Evidenced-based Effectiveness, Experience, Expertise)

Dr. Patricia (Pat) Davenport: *8-Step Process for Continuous Improvement*

Unless the culture and practices of a turnaround school are fundamentally changed, nothing new is accomplished. In 2002, MSD of Warren Township (Indianapolis) embraced an ***8-Step Process*** for continuous improvement. With no excuses for race and poverty, K-8 schools that once had 40 percent student passing rates on ISTEP+ now have more than 70 percent (and higher) passing. While a scattering of schools, nationwide, had implemented the *8-Step Process*, Warren was Indiana's first district to do so.

The *8-Step Process* is an integrated system based on Edward Deming's *Plan-Do-Check-Act* business management model and Effective Schools research—using strategies borne out by studies of high-poverty, high-performing schools that succeed when others fail. Eight foundational strategies are continuously implemented:

(1) Data Disaggregation: Test scores identify strong and weak curriculum areas, practices and instructional groups;

(2) Instructional Calendar: Aligned to Indiana Academic Standards, the district's *Instructional Calendar* paces instruction to ensure coverage of all standards to be taught and learned across the school year. The 8-Step Process informs any adjustments that should be made, based on student needs and the weight of standards objectives;

(3) Instructional Focus: Calendars determine the focus of research-based, differentiated instruction. Academic coaches enhance classroom practices. The turnaround principal will select exceptional teachers to serve as the school's SIG-funded Instructional Coaches. As a member of the school's *Instructional Leadership Team* (and, thereby, a full participant in *8-Steps* trainings and *Process Checks*, the Coach will play a key and influential role in guiding and supporting effective classroom practices in the turnaround school.

(4) Assessment: Monthly *Scrimmage/Benchmark* (formative) assessments identify mastery and non-mastery students; turnaround principals, teacher teams, specialists and coaches collaborate to analyze test data, adjust instruction and appropriately group students for *Success Period* interventions;

(5) Tutorials: Daily, 30-minute *Success Periods* and after-school Academic Support Programs are used to regroup students to re-teach non-mastered target areas; and (6) to provide Enrichment for mastery students;

(7) Maintenance: Previously-taught standards are retained through periodic and cyclical review; and

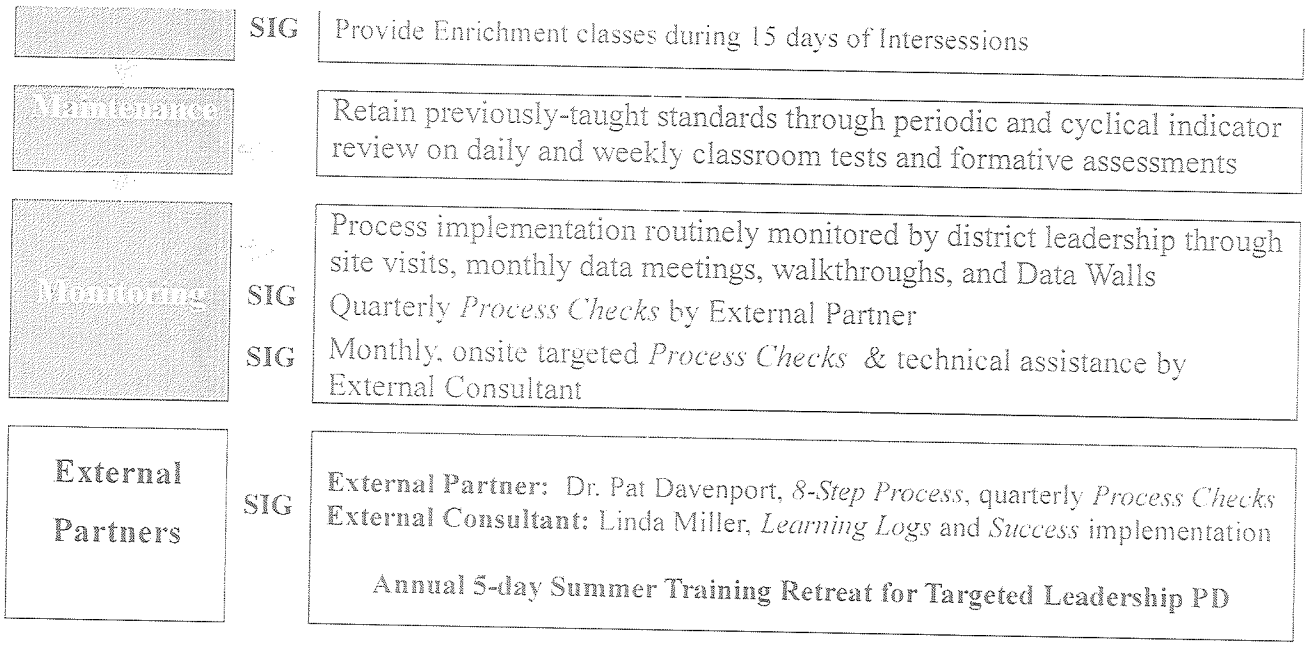
(8) Monitoring: Process implementation is monitored through:

- **Weekly** site visits by the district Turnaround Office staff;
- **Monthly** External Consultant onsite observations and technical assistance, as well as *Instructional Leadership Team* discussions centered around *Learning Log* (data) meetings and findings;
- **Weekly** turnaround principal classroom walkthroughs;
- **Posted** Data Walls that are **continuously updated**; and
- **Quarterly** *Process Check* meetings conducted by Dr. Pat Davenport involving the participation of the Associate Superintendent, Turnaround Office Director and Staff, the External Consultant, and the turnaround school's principal and *Instructional Leadership Team*.

The following GRAPHIC shows the **alignment** between **the *8-Step Process*, elements in place** within the turnaround school, and **components funded through** proposed **SIG** grant funding.

An 8-Step Process for Continuous Improvement

8 Steps		8-Step Process Integrated with SIG-Funded Elements
Data		Building teams hold monthly meetings to analyze disaggregated data, determine students' needs, inform practices, and update Data Walls
Calendar	SIG	*Instructional Calendars*, aligned to standards, pace teaching and learning Summer & Saturday teacher teams develop aligned *Success* strategies
Focus	SIG	Calendars determine focus of research-based, differentiated instruction. Teacher training, walkthroughs, and academic coaches enhance practice. Full-time instructional Coach; Reading Apprenticeship initiatives
Assessments	SIG	Monthly *Scrimmage/Benchmark* tests used in Learning Log (data) meetings to select tutoring/enrichment students and to share best practices External Consultant conducts monthly *Process Checks*, provides technical assistance during *Learning Log* principal-teacher team meetings Countdown Calendars established 20 days prior to ISTEP+ tests Performance Incentive Awards linked to *8-Steps* implementation
Tutorials	SIG	Daily 30-minute *Success Periods* provide additional tutorial support 15 additional school days during fall/spring *Intersession*. Extended 2-hours, after school Mon-Thurs: Literacy & Academic Support
Enrichment		Daily 30-minute *Success Periods* provide additional enrichment



Linda Miller: External Consultant for the 8-Step Process

We have selected Linda Miller to supplement the summer and quarterly work of Dr. Davenport by conducting *monthly Process Checks* to support the implementation of this work, to provide guidance and technical assistance to the principal and leadership teams during "Learning Log" data meetings, and to monitor our effective implementation of "Success" interventions (during the school day and in the after-school programs).

Ms. Miller brings extensive experience and expertise that make her uniquely qualified to provide this support. As the former state director of the federally-funded Title Program and assistant superintendent for the Indiana Department of Education, she fully-understands State and federal policies, using assessments that drive decision-making, employing research-based

best practices, and implementing effective strategies for increasing achievement and graduation rates in high-poverty, low-performing schools.

Through her more recent work as a Project Manager overseeing a Lilly Endowment grant in Warren Township, she was able to fully experience *the 8-Step Process*. Close work with Superintendent Hinckley, trainings by Pat Davenport and participation in *site-based Process Checks* at Warren's elementary, middle and high school programs have provided her with invaluable insight to the *8-Step Process* work we are beginning in IPS.

Beyond that, Ms. Miller is a known entity, insofar as we have previously worked with her. We have first-hand knowledge and evidence of her dependability, expertise and fearlessness in confronting challenging issues.

Evidence of Success of the 8-Step Process

Impressed with Warren Township's school and student achievement results, the Indiana Department of Education adopted the *8-Step Process* for turning around performance in several of the State's persistently lowest-performing schools. IDOE has sponsored two (and one-half) cohorts of school teams, providing week-long school leadership team trainings, held in Indianapolis and led by Dr. Pat Davenport. Days 1 and 2 offer whole-group *8-Steps Process* training and team breakout sessions; Day 3 the cohort teams visit demonstration sites in Warren Township; and Days 4 and 5 support team action plan development, including detailed implementation training and the use of quality tools in changing school practices.

During these trainings, the collaboration piece most-valued by school teams is the site visit to Warren Township schools. Here, the *8-Step Process* is observed in action (e.g., using standards-based *Instructional Calendars*; principal and teacher

teams using interim assessment results to adjust instructional practices and to identify remediation and enrichment students for *Success Period*; posting *Data Walls* to highlight successes and reveal continuing need). The site visits give cohort teams access to a district already successfully implementing *8-Steps* that can help them do the same.

Below are the **overall results** (aggregated by district) for the 25 **Cohort 1 schools**, following their second year of implementing *8-Step Process* strategies through training and support provided by Pat Davenport.

Percentage of Schools Showing ISTEP+ Gains & Percentage Point Gain Ranges							
District	# Schs	# and % of *8-Step* Schools with Gains			Percentage Point Range of Gains (excludes losses)		
		E/LA	Math	Both	E/LA	Math	Both
New Castle	6	4/6 (67%)	6/6 (100%)	6/6 (100%)	2.2-12.7	2.6-15.1	1.3-12.7
South Bend	10	10/10 (100%)	10/10 (100%)	10/10 (100%)	3.3-22.0	7.4-33.4	4.9-28.6
Muncie	8	6/8 (75%)	8/8 (100%)	7/8 (88%)	5.5-30.0	0.13-35.5	2.8-31.7
Lafayette	1	1/1 (100%)	1/1 (100%)	1/1 (100%)	25.4	24.7	29.3
Total	25	21/25 (84%)	25/25 (100%)	24/25 (96%)			

Overall, schools demonstrated significant gains in English/language arts and dramatic gains in mathematics. Moreover, **24 of 25 schools** (96% percent) demonstrated **substantial gains** with the numbers and percentages of students **passing both English/language arts** and **Mathematics** ISTEP+ tests. Sixty percent (60%) of these schools (**15 of 25**) showed **double-digit percentage point gains** (10 points or higher) for students passing both E/LA and Math ISTEP+ tests.

Encouraged by the results of *8-Step Process* implementation in struggling elementary schools to improve teaching and learning, the Indiana Department of Education again engaged Pat Davenport to provide this intervention strategy in six of the state's lowest performing **high schools** during SY 2010-11 (Cohort 2: Theodore Roosevelt High School in Gary; George

Washington Community High School in IPS; Calumet High School in Lake Ridge; Marion High School in Marion; and Riley and Washington High Schools in South Bend).

Performance impact (based on End of Course Assessments in English 10 and Algebra I) are currently **embargoed** (by statute) at the district level. Conversations with leadership in South Bend, Lake Ridge and Marion lead us to believe that impact data results at the high school are very promising. These districts are anxious to continue *8-Step Process* implementation efforts.

External Research Supporting the 8-Step Process

Strategic Learning Initiatives (SLI), a Chicago-based nonprofit consulting group, began its work in 2006 with10 high-poverty, low-achieving Chicago elementary schools slated for restructuring or closure. Based on the impressive reform work at Brazosport, Texas, SLI partnered with Dr. Patricia Davenport to shape the design and implementation of its new four-year comprehensive school reform model called the Focused Instruction Process (FIP). Not surprisingly, the FIP model aligns with Warren's 8-*Step Process* – whose chief architect in 2002 was Pat Davenport. Like Warren's process, the FIP model stresses shared leadership, professional development, and *8-Steps* continuous improvement strategies drawn from best practices identified by educational and management research.

The SLI's 2009 report and its 2011 updated draft report,
How Eight Failing Schools in Chicago Were Turned Around Within Three Years (*click for link to report*) reports FIP implementation findings, including: Eight of ten schools turned around over three school years (2007 through 2009); Six schools sustained their gains; and Two schools had the highest gains on the Illinois Standards Achievement Test of 473 Chicago schools (Cather in 2007 from 36.1 percentage points to 50.5; and Cardenas from 48.8 percentage points to 71.7 in 2008).

The American Institutes for Research (AIR) validated the impact (*click for link to report*) of the FIP model and summarized their findings saying, "It is clear, on the basis of the ISAT Reading scores for the percent of students meeting or exceeding proficiency in ten Chicago elementary schools for the period 2001-2008, that the FIP intervention has had a positive and significant impact on student achievement in the cohort of ten schools that participated in the FIP model from 2006 to 2008. Whether compared to pre-intervention achievement, or to the entire set of Chicago elementary schools, or to a carefully-selected set of matched schools, the data suggest that FIP has resulted in gains that are very unlikely to have occurred without the intervention."

(d) Align Partner Selection with Existing Efficiency and Capacity of LEA and Schools Resources (time and personnel)

Our External Partners were carefully selected based upon our **highest priority need** and the **partners' demonstrated ability** to provide services that can effectively guide and support turnaround teaching and learning in our school. Their supports particularly target principal and *Instructional Leadership Team* capacity, with initial focus on the content areas of English/Language Arts and Mathematics. Across the grant funding period, the impact of their trainings and supports, however, will affect virtually all building staff members and instructional domains.

District and Turnaround School Commitment to Monitor the Effectiveness of Partner Work

While a number of individuals will contribute to the turnaround principal's **oversight and reporting requirements** inherent to the SIG award, **two individuals** will play **lead roles** in supporting the reporting expectations of the Indiana Department of Education.

As the district's **Turnaround Director**, Yvonne Rambo is responsible for the oversight of Turnaround Schools. As such, she will collaborate with the turnaround school's principal and its **SIG-funded Project Manager** (who will be selected by the turnaround principal). They will be responsible for Items (e) through (i) below:

(e) *Assess the Regular Communication with External Partners.*

Ms. Rambo will retain records to document ongoing communications with External Partners. Communication with Pat Davenport (*8-Steps*) will generally occur in alignment with scheduled trainings (annual summer retreat trainings and quarterly *Process Checks*). External Consultant Linda Miller will work through the turnaround school's Project Manager to schedule site visits aligned with dates for monthly *Learning Log (data) meetings*. Report findings will be shared with the turnaround principal and submitted to the Turnaround Director.

Ms. Rambo, in collaboration with the turnaround principal and staff, will develop procedures to:

(f) Use of Multiple Data Sources to **Evaluate the Effectiveness of the Supports Provided** by External Partners and Report the Results to the IDOE.

(g) Maintain Records for **Quality and Frequency of Supports** provided by External Partners.

(h) Maintain Records Documenting **Weekly Site Visits to the Turnaround School, by the Turnaround Office Staff or Associate Superintendent** (to monitor interactions of the school administrators, faculty and staff with the External Providers to ensure the full implementation of supports)

(i) Record and **Report** (to IDOE and USDE) **the Progress of the Turnaround School's Providers** (including all other SIG-funded intervention and school improvement activity providers)

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. ***Align other resources with the school improvement model.*** (For examples of resources and how they might align, see Attachment C). ***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:*** (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (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.	

(a) Identify **resources currently being used** in an academic support capacity.

(b) Identify additional and/or **potential resources that may be utilized** in an academic support capacity

(c) **Assess the alignment** of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions.

The left Column in the following Chart identifies the proposed **academic SIG-funded interventions**. The middle Column specifies **Current Aligned Resources** (in **BLUE** font) and **Potential Aligned Resources** (in **BLACK** font). The right Column **rates** the **aligned resource's** *(currently perceived)* **effectiveness to impact** the Turnaround Model interventions.

Other Aligned Resources: Academic Interventions		
Academic SIG-Funded Intervention	Other Current Resources	Effective Impact Rating
	Other Potential Resources	*Strong, Limited or Weak*
5-Day Annual Summer Trainings, aligned to *8-Step Process* & PD needs identified across the SIG grant funding cycle	New Turnaround Principal, District Turnaround Office Staff, Associate Superintendent, District Content Directors	*Strong*
	Instructional Leadership Team representatives and External Consultant Linda Miller	*Strong*
	Technical assistance and onsite visits to MSD Warren Township to observe implementation of 8-Step Process and meet with their experienced staff	*Strong*
8-Steps Quarterly Process Checks & External Consultant monthly on-sites	New Turnaround Principal, District Turnaround Office Staff and Associate Superintendent	*Strong*
	Turnaround school *Instructional Leadership Team* representatives	*Strong*
	Greg McDermott (school *Scrimmage/Benchmark* data comparisons to district results)	*Strong*
	Turnaround Office Technology Instructional Specialist (data tracking systems)	*Strong*
	District E/LA, Math & Science Content Directors (formative assessment issues, e.g., alignment, rigor & maintenance)	*Strong*

	District Associate Superintendent and Content Directors annually provide New Teacher Induction summer training introducing the district's *Instructional Calendar* and formative assessments (*Scrimmages/Benchmarks*) & use of IPS Online tools.)	*Strong*
	IDOE state Title I director and Title I staff	*Strong*
CADRE Teachers	Candidate applicants from Teach for America, Woodrow Wilson Fellows, New Teacher Project and Indianapolis Teaching Fellows	*Strong*
2 Instructional Coaches E/LA & Math	Title I (funding for coaches very limited; re-purposed for Intersessions) E/LA & Math Title coaches are shared with another school	*Limited-to-Weak*
	IDEA special education coach	*Strong*
	Turnaround Office Reading Interventionist, Special Education and ELL Specialists & Technology Instructional Specialist	*Strong*
	Kathy Ducote is district data expert for Turnaround Schools (district *Scrimmage/Benchmark* data comparisons to district results); and Cynthia Roach, district Director of Assessment	*Strong*
Graduation Coach	Indianapolis Chamber of Commerce "Common Goal" Initiative (funding was provided in three IPS high schools, but not Northwest). Common Goal funding no longer available.	*Not applicable*

	Work with community partners and relevant County & State agencies to address at-risk students' non-academic barriers that interfere with learning	*Limited*
	School administrative support, counselors and social worker	*Strong*
PD for Twelve 7th and 8th Grade Content Teachers	Reading Apprenticeship Model training for helping teachers use literacy comprehension strategies across the curriculum with be provided by Phyllis Barnes (new turnaround principal & for district trainer for coaches)	*Strong*
	Turnaround Office Reading Interventionist	*Strong*
	District Literacy Director, Donna Walker, and her staff: trained in the Reading Apprenticeship Model	*Strong*
After-School Literacy Academy (and ARI diagnostic assessment training by Mary Lynn Woods) and Academic Support Programs	PD Training by District Literacy Director for use of Novel Units during Literacy Academy	*Strong*
	District Reading Teachers/Specialists and Orton-Gillingham-trained Teachers	*Strong*
	Title I/general funds used for Reading classes and content labs (providing an additional class for struggling students)	
	Alternative School Grant funding ($10,000) to support after-school tutoring	*Limited*
	STEM IUPUI Tutors (students referred by teachers)	*Limited*
Intersession Instruction	8-hours of IPS District Training for Intersession staff: August 25-29 and October 2011	*Strong*

	Title I and district funds will provide: Principal (& all 12-month staff); Content teachers for E/LA & Math; 2 Reading Specialists; 1 Special Education Teacher; 1 Computer Specialist; 1 Parent Liaison; 1 Social Worker; Shared OT/PT, Speech Pathologist & Nurse; Staff Training; Student Transportation; Security Officers; Breakfast & Lunch for Students	*Strong*
	Seek applicant candidates for teaching academic or enrichment classes from district-wide applicant pool and from candidates & resources outside of the district	*Strong*
	Parent, business, community & university partners; RFP proposals from teachers for Enrichment sessions	*Strong*
	IPS summer school program (State funds)	*Limited*
All Academic Components	Contract preparation for External Partners and payment of related claims--as well as other fiscal activities (e.g., purchases, invoices, claims, payments, tracking of budgets, financial reports to IDOE) are supported by Bridgette Robinson (Title I Accounting) and Vivian Fox (Curriculum & Instructional Accountability Facilitator)	*Strong*

(d) Other federal, State and local resources are **aligned** with the **goals and timeline** of the grant, e.g., fiscal, personnel, time allotments/scheduling, curriculum instruction, technology, resources/equipment

All elements of the proposed grant application will **be implemented in the first year** (school year 2011-12) and sustained across the 3-year SIG grant period (through school year 2013-14). A detailed **implementation Timeline** has

been provided within the Application (**Section C**), demonstrating alignment of other resources in an **academic support** capacity.

The turnaround school's **Master Schedule** has been **established by the new turnaround principal**, to ensure that **sufficient time** has been built into the school day and week to support grant expectations for **embedded professional development opportunities**. For students in Grades 7 and 8, the schedule also accommodates a block of time (school-wide) to be designated for "Success Periods" (re-grouped students have at least 30-minutes daily for remediation or enrichment activities, based data results from monthly *Scrimmage/Benchmark* assessments).

As evidenced in the preceding Chart, resources from **federal, State and local funds are aligned** with the proposed SIG elements of the grant. They will collaboratively support our efforts to **reform instructional practices** and **systematically use data for continuous school improvement** that will dramatically **increase staff efficacy** and substantially increase student **achievement**.

The **district has demonstrated its support of the Turnaround Model** expectations through its increased authority and flexibility of the turnaround principal—with direct-report access to the Associate Superintendent. The Associate Superintendent can quickly access and resolve issues involving Human Resources (Personnel). District funds have been re-purposed to support a Turnaround Office and key staff who will provide ongoing monitoring, guidance and technical assistance to the turnaround principal and staff: **Turnaround Director; Reading Interventionist; Special Education and ELL Specialists;** and **Technology Instructional Specialist**.

The turnaround school's Project Manager will coordinate the work of External Partners, district Turnaround Office staff, the turnaround principal and its reconstituted staff; and site visits from the Indiana Department of Education and U.S. Department of Education.

The turnaround principal and Project Manager will have the support of two key central office officials: the **Title I Accountant** (Bridgett Robinson) and **Vivian Fox** (the district's Curriculum and Instructional Accountability Facilitator). Both will be invaluable resources in the **management of** the **SIG grant budget** and **related expenditure activities** (e.g., purchasing and tracking Incentive Awards; setting up extended-time professional development trainings and quarterly *Process Check* events with Dr. Davenport; submitting Invoices).

(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.

Multiple checks and balances are in place to ensure that key district leaders are cognizant of resource availability, how the varied resources can (or cannot) be aligned to accomplish district initiatives and goals, and to share findings to discuss the effectiveness of efforts and the need for adjustments.

- The superintendent convenes **weekly Cabinet Meetings** every **Monday** at **1 p.m.** The agenda is established by the superintendent and informed by ongoing initiatives and current events.

  Cabinet membership includes those district leaders who are responsible for the most critical programs within the district, including: Dr. Giles (federal funds, alternative education, district police & security), Dr. Johnson (Curriculum & Instruction; Turnaround Schools); Dr. Kendrick (Human Resources); Dr. Clency (Professional Development); Debra Hineline (Finance); Steve Young (Facilities, Buildings & Grounds), Dexter Suggs (Instructional Technology), Rob Warner (Special Education); Minetta Richardson (Title I); and Mary Louise Bewley (Public Relations).

  For each meeting, Division Reports are anticipated to keep colleagues informed and to collaboratively deal with current issues (e.g., Riffing policies; implementation of new balanced calendar Intersessions beginning in 2011-12).

Leadership is designated for larger initiatives and evolves into appointed committee work and development of strategic plans to ensure appropriate alignment of available resources. Ongoing (weekly) updates and key Division Report assignments are made to ensure that contributing resources are being fully and effectively used to meet objectives.

For example, the development of plans for next year's Intersessions began with the superintendent establishing a special committee comprised of leadership from Title I, English as a Second Language, Special Education and District Content (Curriculum) Directors.

They were changed with formulating a plan, determining primary funding sources, identifying aligned resources (e.g., the collaborative work that would be needed between the Division of Curriculum & Instruction and the Title I Division).

Routine meetings have been held (and continue), with weekly updates presented at Cabinet Meetings. Once the first Intersession has occurred, the focus will center on the success of the initiative and the need for adjustments. Continued examination of additional resources to support efforts is an ongoing consideration.

- **Monthly Administrative Council Meetings** are held on the **3rd Thursday** of each month. These meetings convene building level administrators and central office leadership. Each meeting is designed to highlight an **instructional focus** (e.g., preparation for ISTEP+'; Performance Evaluations) and an operational focus (e.g., Facilities & management issues about charges to print documents for the public; safety training; crises trainings; closing schools; remodeling efforts).

The most recent meeting showcased efforts in Turnaround Schools (George Washington and John Marshall Community High Schools) to present opportunities available through the SIG grant initiatives, promising practices and evidence of school reform efforts.

These meetings help to keep colleagues, district-wide, aware of available resources, share best practices, generate conversations, and discuss other aligned revenues that can be used to support efforts to impact teacher effectiveness and increase student learning.

- As the State's largest school district, and often the recipient of the largest amounts of federal funding revenues, we are **routinely audited** and **held accountable** both **financially** and **programmatically** to entities representing the Indiana State Board of Accounts, Indiana Department of Education, and the United States Department of Education.

(f) **Re-directing resources** that are not being used to support the school improvement process.

District funds have been re-purposed to support a **Turnaround Office** and key staff who will provide ongoing monitoring, guidance and technical assistance to the turnaround principal and staff. They include: **Turnaround Director; Reading Interventionist; Special Education and ELL Specialists**; and **Technology Instructional Specialist**.

Title I funds (most notably) **and other district funds** have been re-purposed to support the district's new Balanced Calendar school year and the **15 full days of additional instructional support** that will be provided for student remediation in English/language art and Mathematics.

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break

that has been reduced to eight weeks. (*Note that Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, **IPS will use this time to extend learning for students who need additional remediation**. Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)

Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own **district-funded Intersession *principal*** and *all other **12-month contracted staff**. **Other district-funded** **personnel for each school will include**:

- English/language arts and Mathematics teachers (the number of teachers provided will be based on the numbers of students eligible, with a teacher-student ratio of 1:25)
- 2 Reading Specialists
- 1 Special Education Teacher
- 1 Computer Specialist
- 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
- 1 Social Worker

Among the district's 12 secondary schools (middle schools and high schools), district-funded services will be shared in the provision of:

- 2 Occupational Therapists
- 2 Physical Therapists
- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, **meals** (breakfast and lunch) and school **security** will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. **Training** for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

(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 services provider(s) to ensure the full implementation of supports.

The **district's turnaround director (Yvonne Rambo)** will oversee the expectations delineated below. She will work in collaboration with the **turnaround principal**, the **project manager** or other personnel designated by the turnaround principal. The following documentation will be established and reporting requirements will be met, upon approval of an approved SIG turnaround plan:

- Documents to support ongoing communication with External Providers who provide professional development activities relevant to the grant award;

- Meetings and communications will be tracked;
- Schedules, goals and timeline will be followed or amended—and followed, as approved by the IDOE;
- All data or forms, required for reporting by the IDOE to the USDE will be submitted in accordance with the established timeline.

Quarterly *Process Check* meetings, conducted by **Lead External Partner Dr. Pat Davenport**, will monitor the implementation progress of the *8-Step Process for Continuous School Improvement*. Staff participating in these meetings include: the Associate Superintendent, Turnaround Office Director and staff (Reading Interventionist, Special Education and ELL Specialists, and Technology Instructional Specialist), External Consultant Linda Miller, and the turnaround school's principal and *Instructional Leadership Team* members.

Monthly Process Checks will be conducted onsite by **External Consultant Linda Miller**. She will sit in on meetings, observe practice, provide technical assistance and debrief with the turnaround principal. Report observations will be submitted to the Turnaround Director.

The primary focus of her work will be related to the principal and teacher teams' implementation of monthly *Learning Log* meetings (using formative assessment data to continuously ascertain students' strengths and weaknesses, discuss implications for instructional adjustments, share best practices, resolve issues, and re-group students for remediation and enrichment) and the delivery of effective "Success Period" interventions for students.

While a number of individuals will contribute to the turnaround principal's **oversight and reporting requirements** inherent to the SIG award, **two individuals** will **play lead roles** in supporting the reporting expectations of the Indiana Department of Education.

The district's **Turnaround Director**, Yvonne Rambo, is responsible for the oversight of Turnaround Schools. As such, she will collaborate with the turnaround school's principal and its **SIG-funded Project Manager** (who will be selected by the turnaround principal).

Ms. Rambo will retain records to document ongoing communications with External Partners.

- Communication with Pat Davenport (8-Steps) will generally occur in alignment with scheduled trainings (annual summer retreat trainings and quarterly *Process Checks*).
- External Consultant Linda Miller will work through the turnaround school's Project Manager to schedule site visits aligned with dates for monthly *Learning Log (data) meetings*. Report findings will be shared with the turnaround principal and submitted to the Turnaround Director.

Ms. Rambo, in collaboration with the turnaround principal and staff, will **develop procedures** to:

- Use multiple data Sources to **evaluate the effectiveness of the supports provided** by External Partners and report the results to the IDOE.
- Maintain records for **quality and frequency of supports** provided by external partners.
- Maintain records documenting **weekly site visits** to the turnaround school, **by the turnaround director, Turnaround Office staff, or associate superintendent** to monitor the implementation of the SIG grant's approved components and discuss/observe turnaround school staff interaction with External Partners and the full implementation of provider supports.

- **Record** and **report** (to IDOE and district officials) **the progress of** the turnaround school's **External Partners** and all **SIG-funded interventions** and **school improvement activities**.

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	

(a) Identify IDOE and/or LEA challenges that may slow or halt the school improvement implementation process

As a school in Year 5 Probation Status, under the State's accountability Public Law 221, failure to meet required improvement benchmarks moves the school into State takeover status. With this comes the appointment of a Turnaround School Operator (TSO), identified by the Indiana Department of Education (IDOE) through its rigorous RFP process, onsite evaluation of potential providers and ultimate selection of authorized providers.

Based on findings relevant to our school's improvement status, the IDOE and TSO will determine the degree of interventions needed. As we understand it, this may range from continuous TSO oversight of our continued management of the school to complete takeover and full management of all aspects of the school's educational systems by the TSO.

Since achievement data results that will inform the Indiana State Board of Education's final decisions for takeover will not be available well-before the start of school year 2011-12, a transition period for TSO intervention will be necessary.

The turnaround school, its newly-appointed turnaround principal and the turnaround school's re-constituted staff (carefully selected by the new turnaround principal this past spring) are fully-committed to the implementation of interventions proposed within this SIG grant application. If funded, it is our intent to implement all elements of the grant proposal during the 2011-12 school year.

In the event of a State takeover of our turnaround school, some challenges and questions are more obvious than others, particularly as they relate to the 2011-12 transition year. Will the TSO immediately assume decision-making authority within the school, beginning with the 2011-12 school year? Will this apply to 2011-12 personnel hiring and dismissal decisions? Will the TSO embrace the elements of the proposed SIG grant interventions or opt to amend the application to re-purpose funding for other preferred strategies?

Because school year 2011-12 represents the first year of the State's implementation of legislated school takeover, the answers to these questions (and more) are new challenges that confront the IDOE—and ultimately impact the school improvement process at the turnaround school.

(b) Assess, design and implement a policy modification protocol that includes input that may include State and local education agency administrators, board members and personnel

Indianapolis Public Schools has requested to be a **pilot site** for the Indiana Department of Education's **new performance evaluation tools**. In great measure, the Charlotte Danielson Model recently-developed for IPS teacher performance evaluations aligns quite closely to components envisioned by the IDOE. With modification (e.g., inclusion of Growth Model expectations), we appear to be in solid position to serve as a pilot entity for the Department's new teacher performance evaluation tools.

Similarly, our new *Administrative Evaluative Rating Instrument* enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to SLLA competency standards. Ratings determine pay raises, job placement, promotions and dismissals. The qualitative factors measured represent the principals' areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The **four broad areas** to be evaluated include: (i) Strategic Leadership; (ii) Curriculum and Instruction Accountability; (iii) Supervision and Evaluation of Personnel; and (iv) School Operations. Salary increases across the IPS district are differentiated based on these principal performance ratings.

Again, with modification, this instrument positions us as a viable site for piloting the Department's new principal performance evaluation tools.

If IPS is, in fact, selected by the IDOE to participate in its evaluation pilot, the **tools** and **performance evaluation measures approved for use within our district** would be **modified** to align with those anticipated for use by the Department. Modifications required would involve collaborative work among the IDOE staff and IPS administrators, with the support of its School Board members.

This **modification would impact** the Turnaround Model's requirement to **annually evaluate** and **differentiate** the **performance** of all turnaround **school staff**.

(c) Develop an ongoing process to assess areas that may be considered for policy and process modification that includes, but is not limited to:

(i) School administrator and staff **hiring practices**
(ii) School administrator and staff **transfer procedures**
(iii) School administrator and **staff dismissal procedures**
(iv) School administrator and staff **evaluation process** (predominately based, at least **51%**, on **school and student performance data**)
(v) School administrator and staff **recruitment, placement and retention procedures**; and
(vi) **Altering** the **traditional school day** and/**or calendar** to include **additional instruction and planning time**

Hiring, Transfer and Dismissal Procedures

Policies and practices that will enable us to fully and effectively implement the Turnaround Model requirements for Section D, Question 4, items (i) through (vi) are summarized below. For each element, detailed descriptions are provided elsewhere in the grant application. Relevant citations are referenced.

To meet the student, teacher and school needs identified within the key findings of this application, the **existing principal was replaced** with a **new highly-effective turnaround principal selected** and **publicly announced** in January 2011. (See **Section C, Question 14**)

IPS turnaround principals that intended to apply for SIG grant funding were convened to hear about the grant possibilities, as well as grant expectations. Simultaneously, **teachers** in those schools were **notified** that the new turnaround principal would be **required to vacate at least 51 percent** of certified staff within the school (teachers, media specialists, social workers, and counselors—including Title I, ESL and special education staff).

A **robust process** for inviting **teacher candidate applicants** to apply for turnaround school positions was established. It is summarized, below, and described in detail in **Section C, Question 14**.

- All staff notified of the opportunity to apply for turnaround positions and provided with the requirements of an application;
- Detailed teacher Application Packets were submitted;
- Turnaround principals reviewed school data, held conversations with current school leadership staff and district leaders;
- Turnaround principals conducted building walkthroughs and spent many hours making classroom observations;
- Turnaround principals met with the Turnaround Director to discuss the interview process and protocols—for both internal (existing) staff and external applicants;
- Candidates were selected for interviews;
- Turnaround principals used Public Impact tools (*School Turnaround Teachers: Competencies for Success*) to frame their interview questions;
- Turnaround principals (and their interview team) conducted interviews and submitted recommendations to the Turnaround Director;
- Following review and discussions with turnaround principals, final decisions submitted to Human Resources; and
- Displaced staff notified by Human Resources.

The **turnaround principal** for Northwest Community High School **retained 48 percent** of existing certified staff, **vacating 52 percent** of the school's teachers.

Flexibility has been provided to the **SIG-grant turnaround principal** for **hiring, retaining, transferring** and **replacing** staff:

- The SIG turnaround principal shall have broader authority and flexibility in filing vacancies and is **not bound by current** IPS Human Resources Processes in the placement of **displaced teachers**.
- The SIG turnaround principal may **interview** and **select teachers** from **outside the district**, as well as teachers within the district when hiring staff, unlike other traditional IPS schools.
- Vacancies in the turnaround schools will go through a **Posting Process** (receiving flexibility unlike traditional IPS schools) that will allow us to attract the best and the brightest candidates.
- A monthly report on the status of existing teachers' effectiveness will allow Human Resources, the Associated Superintendent and the Turnaround Director to make teacher **removal decisions in one or two weeks**, as warranted.
- The SIG turnaround principal will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround schools). The Turnaround Director and Associate Superintendent will work with the turnaround principal to enable responsive action, as needed.
- A new **Administrative Transfer Process** is now in place **only for** the **turnaround school** to accommodate **transfers** that are **not necessarily related** to **teacher performance**.

In the event that an employee within the turnaround school cannot commit to the work expectations required for turnaround reform (e.g., working beyond the regular work day, week or year), the principal—with the approval of the Turnaround Director—may request an Administrative Transfer of this individual.

Such action will be **authorized by** the **Turnaround Director** and **will not require approval** from **Human Resources**.

Teacher and Principal Evaluation Process (and Incentive Awards)

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

The district has modified its practices and policies to enable the full and effective implementation of the SIG Turnaround Model in the following ways.

The SIG turnaround school will **annually evaluate all instructional staff.** For a SIG-funded turnaround school, staff evaluations will occur at *two levels:*

(1) All turnaround instructional staff will participate in an annual performance evaluation (mid-year and at the end of the year) using an **evidenced-based comprehensive teacher evaluation model**, based on the work of Charlotte Danielson. It will measure both student performance and teacher competencies; and

(2) All turnaround teachers will be annually evaluated (mid-year and at the end of the year) using a uniform **performance-driven tool** (rubric) to measure their implementation of key SIG grant initiatives and impact on student learning.

Annual Performance Evaluations: Charlotte Danielson Model

The Charlotte Danielson Model, first adopted by IPS schools in :2007, measures **four domains** of teacher supervision and evaluation:

Domain 1: *Planning & Preparation*
Domain 2: *Classroom Management & Student Engagement*
Domain 3: *Instruction & Assessment*
Domain 4: *Teacher Professional Obligations*

This **performance evaluation** tool has **two components**:

- **Part I** is based on **student performance** and measures students' demonstrated proficiency in multiple achievement categories (e.g., ISTEP+, ECA, quarterly *Benchmark* assessments, final course grades, and so on). To earn the highest ratings, **75 percent** or more of teachers' students **must demonstrate proficiency** (Pass).

Part I accounts for **51 percent** of the overall Performance Evaluation

- **Part II** is based on **teacher proficiencies** within the four domains of performance, based on Charlotte Danielson's ***A Framework for Teaching***, *2nd Edition*. There are two critical Domains that drive decisions regarding a teacher performance, interventions and supports that may be required, and the ultimate decision to either retain or dismiss a teacher. They are: **Domain 2** (classroom management) and **Domain 3** (classroom instruction).

Part II accounts for **49 percent** of the overall Performance Evaluation

Evaluation ratings within each Domain **distinguish levels** of teacher effectiveness as: Unsatisfactory, Basic, Proficient and Distinguished. Across the school year, SIG turnaround teachers will be **observed weekly** by turnaround school administrators. Teachers that are capable and willing, but struggling, will be supported to improve performance through a combination of interventions: External Partner support; the SIG-funded Coaches, weekly embedded professional development and team collaborative planning opportunities; and the immediate availability of specialists (Reading, Special Education, ELL and Technology experts) from the district Turnaround Office.

Unlike traditional IPS schools, SIG turnaround struggling teachers who either do **not avail themselves** of the opportunities for support, or those who **cannot sufficiently improve following support** will be **removed** from the turnaround school (generally within one-to-two weeks of the turnaround principal's request). Further, any SIG turnaround teacher with a rating of **Unsatisfactory** in either **Domain 2** or **Domain 3** on the mid-year or end-of-year performance evaluation will be **removed**. The Turnaround Director and Associate Superintendent will expedite steps to **make** such **necessary changes, across the school year**.

An experienced, retired **Supplemental Administrator** will be selected by the turnaround principal to work 20 hours per week to support the continuous work of annual mid-year and end-of-year performance evaluations of all teachers, see that necessary steps and timelines are maintained, and ensure that deadlines are not missed.

Performance Rubric: Implementation of Key SIG Initiative & Impact on Student Learning

To **evaluate** and **reward staff** who commit to the **implementation of key SIG grant initiatives** and demonstrate **increased student achievement**, a second evaluation measure will be employed. All turnaround teachers will be annually evaluated (mid-year and at the end of the year) using a **performance-driven tool (rubric)** to measure their implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess their students' achievement results (e.g., performance on *Benchmark* assessments, designated student achievement goals).

An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the turnaround principal and *Instructional Leadership Team*) will be used to determine bi-annual **incentive awards** (up to $2,000 annually), calculated at **differentiated weights** and based on levels of individual teacher performance and their students' achievement results (weighted at 51 percent). **No** teacher will be **guaranteed** an **award**. It will be **based on merit**.

As was the case for teachers, policies and practices for **principal evaluation** will be modified to enable the full and effective implementation of the SIG Turnaround Model.

Within the district, traditional IPS school principals are evaluated through a mid-year (June) and a summative (November/December) evaluation provided annually by the Executive Director of Secondary Education. SIG turnaround principals, instead, will be evaluated by the Associate Superintendent and Turnaround Director through mid-year and annual performance reviews.

Weekly meetings or walkthrough observations will be conducted by the Turnaround Office staff or Associate Superintendent relevant to school operations and culture, building and personnel management, instructional leadership, implementation of SIG grant initiatives, and the turnaround principal's work with External Partners.

The SIG turnaround principal will be annually evaluated at *two levels:*

(1) The turnaround principal will participate in the district's **annual performance evaluation (mid-year and at the end of the year)** using a new **Administrative Evaluative Rating Instrument** based on qualitative factors aligned with Indiana's administrators' licensing SLLA competency standards; and

(2) The SIG turnaround principal will be annually evaluated (mid-year and at the end of the year) using a uniform **performance-driven tool**, to measure their implementation of key SIG grant initiatives and assess ongoing student achievement results for the school.

Administrative Evaluative Rating Instrument

This new rating instrument enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to SLLA competency standards. **Ratings determine pay raises, job placements, promotions** and **dismissals**.

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

90 – 100 Points: Eligible for maximum bonus consideration

80 – 89 Points: Eligible for a bonus consideration

70-79 Points: Not eligible for a bonus consideration. A Performance Improvement Plan (PIP) is developed and implemented for the administrator to continue in the current position

69 and Below Points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) or face termination of employment

While this evaluation tool and rating system will be used for *all* IPS building administrators, the **SIG turnaround principal will be held to a higher level of accountability**. The turnaround principal will be expected to demonstrate performance in the **top two highest rating categories**. Performance score ratings falling below 70 points will result in the **immediate removal** of the turnaround principal. If ratings fall in the 70-79 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent, the Associate Superintendent and the Turnaround Director.

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

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

The next Chart is an *Example* of the **assessed components** for the **most highly-weighted performance area**: Area 2 – **Curriculum and Instruction Accountability**.

Area 2: Curriculum and Instruction Accountability	Value	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Score	
2A. Data Collection and the Use of Data to Increase Student Achievement: • Demonstrates annual performance targets • Demonstrates measureable improvement in data points	4	4	3	2		
2B. Impact of Title I Funding	3	3	2	1		
2C. Professional Development	3	3	2	1		
2D. Instructional Leadership:	3	3	2	1		

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

Performance Rubric: Implementation of Key SIG Initiative & Impact on Student Learning

To **evaluate** and **reward** the turnaround **principal's successful implementation** of **key SIG grant initiatives** and demonstrate **increased student achievement**, a second evaluation measure will be employed. The principal will be annually evaluated (mid-year and at the end of the year) using a **performance-driven tool (rubric)** to measure the

principal's implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess impact on student learning within the school (e.g., reading proficiency gains made through the after-school Literacy Academy).

> An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the Turnaround Director and the turnaround principal) will be used to determine bi-annual **incentive awards**, calculated at **differentiated weights** and based on levels of the school's effective implementation of SIG initiatives and the school's overall achievement results (weighted at 51 percent). The turnaround principal will not be **guaranteed** an **award**. It will be **based on merit**.

Administrator and Staff Recruitment, Placement and Retention Procedures

Research clearly shows that the **Number One in-school factor** affecting student achievement is the **quality of the teacher, second only to** the effectiveness of the **school leader**. As a Turnaround Model school, responsible for reconstituting staff and dramatically changing instructional practices that will significantly influence increased student achievement and ultimately students' graduation rates, we fully-understand that the most critical factors in our success will be the effectiveness of our leadership and our instructional staff.

The **financial** and **programmatic supports** available through the SIG grant funding will play a vital role in supporting that work, by helping us **attract** and **retain talented teachers**—including hard-to-fill positions. As described throughout this application:

- **Reconstituted staff** members (existing and new) have been **carefully selected** by the turnaround principal, through a **rigorous process**. **(Section C, Question 14)**
- The turnaround principal was **not forced to accept** teachers **displaced** from other schools.

- Those selected are a good fit for the school's team and they have **demonstrated their commitment** to the reform initiatives envisioned and detailed within this grant application.

- **Scheduled** and **embedded time** for collaborative team planning and decision-making (e.g., weekly like-team teacher planning meetings, monthly *Learning Log* meetings) will offer routine professional development and continuous instructional support through the SIG Instructional Coaches; experts within the Turnaround Office (director, reading specialist, special education & ELL specialists, and an instructional technology specialist); IPS Literacy Office support of Reading Apprenticeship initiatives, and our External Partners.

- While traditional district schools have access to a pool of CADRE teachers, SIG funding enables the placement of **full-time CADRE teachers** in the turnaround school. CADRE teachers provide classroom coverage while turnaround teachers participate in embedded professional development opportunities or observation of their colleagues' exemplary instructional practices. The CADRE teachers will also be used to provide remediation to assigned groups during embedded "Success Periods" for 7th and 8th grade students.

- **After-school Reading Teachers** will be trained to use themed, Novel Units with students participating in the after-school Literacy Academy (to dramatically increase reading proficiency levels); Individuals from across the district (or outside the district) certified as **Orton-Gillingham-trained Reading Teachers** will have unique opportunities to use their skills as paid, after-school instructors. Literacy Academy leadership staff (coordinator, diagnostician and teacher representatives) will receive **ARI diagnostic assessment training** from its developer, Dr. Mary Lynn Woods.

- All **twelve 7th and 8th grade content teachers (E/LA, Math, Science, & Social Studies)** from Northwest Community High School will receive **5-paid days** of **summer Reading Apprenticeship training** for using literacy comprehension strategies across the curriculum.

- In addition to **extended-time learning** opportunities for staff (e.g., Annual Summer Retreat trainings, six paid Saturday preparation days, ARI diagnostic trainings), **paid extended-time teaching** opportunities (daily after-school Literacy Academy and Academic Support programs; 15 Intersession days) also will contribute to staffs' ability to positively impact student achievement and financially-benefit those selected for these roles based on their high ability.

- Across the 3-year grant period, as teaching (or CADRE) positions become available, applicants will be **recruited** from a broad pool, including candidates affiliated with **Teach for America**, **Woodrow Wilson Scholars**, **New Teacher Project** and **Indianapolis (Marian) Teaching Fellows**.

  Our past experience, particularly with Teach for America candidates, has resulted in **extremely high-caliber teacher placements** and individuals who are quickly **progressing into leadership roles** within the district.

- Teachers new to the district will be supported by **New Teacher Induction** workshops to introduce them to tools that are **critical to** the **initiatives** within this proposal (e.g., the district's *Instructional Calendar* {pacing guide} formative *Scrimmage* and *Benchmark* assessments, IPS Online tools).

- Exceptional turnaround teachers will be placed in critical **leadership roles**, allowing them to influence school performance and develop into **tomorrow's school reform leaders**.

- **Meaningful** mid-year and end-of-year **differentiated evaluations** will **drive performance determinations** and **reward highly effective teachers** and the turnaround principal, as well as **dismiss those unwilling** or **unable** to meet expectations (which will also influence teacher **morale**).

- We believe that an **evaluation system** that takes **performance** and **other qualification factors** into consideration will **demonstrate our respect** of educators as the professionals they are and it will **keep talented teachers** in our school.

- Based on the experiences of school turnaround in Warren Township (through its implementation of the *8-Step Process for Continuous School Improvement*), we believe that **immediate change** in student performance **is possible**. As we begin to witness the impact our reform efforts have on student achievement, staff will **remain invigorated** and **motivated** to sustain and increase their collective efforts. Success is powerful.

Altering the School-Day and School Year to Include Additional Instruction and Planning Time

As has been reiterated throughout the grant proposal, the turnaround school's **Master Schedule** has been **altered by** the new **turnaround principal to** anticipate and **accommodate embedded time** for teachers (and the principal) to collaborate, plan and make instructional decisions. **Weekly** (e.g., like-team teachers collaboration time) and **monthly** (e.g., *Learning Log* data and student intervention meetings) and **intermittent** (e.g., Behavioral Management Specialist Greg Abati) **meetings** are **scheduled** across the school year.

Likewise, weekly **after-school professional development** meetings (e.g., principals and *Instructional Leadership Team*; ARI diagnostic assessment training from Dr. Mary Lynn Woods; Reading Teacher training for use of themed Novel Units in the after-school Literacy Academy) and **extended-time professional training events** are scheduled across the school year (e.g., six Saturday collaborate work days to: (a) develop materials for use by non-content teachers during "Success Periods," and (b) develop "Countdown Calendar" strategies for implementation during the 20 days prior to each State assessment; and annual 5-day summer retreat/trainings).

Major components of this application support the proposed initiatives that will **extend learning opportunities for students**.

As a Turnaround Model, SIG monies can play an invaluable part in providing the additional time and resources needed to significantly increase student achievement. This proposal extends learning for students through two initiatives:

(1) **After-school** academic programs for **2-hours** on **Monday through Thursday**; and

(2) An **additional 15 school days** (Intersessions) that will offer a **195-day school year** for participating students.

Extended-time learning opportunities will be **offered to ALL** students. In many instances, students will be **required to attend** on the basis of their **assessment results** and **classroom performance**.

After-School Initiatives

(1) After-school Literacy Academy 2 hours Monday-Thursday 33 Weeks

Using data from the April 2011 SRI results, **students reading at two or more levels below** grade level **will be required to participate** in the new, after-school Literacy Academy. Here they will receive instruction based on their individual needs.

- The majority of students will work with highly-effective **Reading Teachers**. Rather than replicate curriculum provided during the regular school day, **themed Novel Units** (National Geographic curriculum) will be used to further develop students' **fluency, vocabulary and comprehension skills**.

These teachers will have a ratio of up to 1:20 students, per session (with two sessions provided each day). They will be provided professional development, by the district's literacy director and staff, for using new themed Novel Units with students.

- Students performing at the lowest proficiency levels and those who are not progressing through the Reading Teacher intervention will receive diagnostic testing to ascertain their specific learning needs. The SIG grant will fund a full-time, after-school **Diagnostician** to conduct and oversee these analyses. Based on the results of the diagnostic assessments, the following interventions are anticipated:

  (a) Use of **a multi-sensory phonetic approach** provided by **highly-effective Orton-Gillingham-trained Reading Teachers**. Instruction will be provided in 30-45 minutes sessions (depending on the degree of student need) in groups that do not exceed a **ratio of 1:4**. The *Wilson Reading Test*, a short diagnostic tool that Orton-Gillingham teachers are already skilled at using, will further identify students' specific areas of phonemic and auditory discrimination needs

  (b) **When specific student needs cannot be fully determined**, the Diagnostician will administer the 9th Edition of the *Analytical Reading Inventory* (ARI), developed by Dr. Mary Lynn Woods. This comprehensive ARI is given in a 1:1 setting and takes 30-45 minutes to assess all reading skills. The assessment results determine the intervention that will be provided through ARI curricular materials targeting fluency, phonics, word identification, vocabulary, and comprehension skills. Delivery of **instruction** will likely be in **small-group or 1:1** instruction, as deemed most appropriate by the Diagnostician and the Literacy Academy Coordinator.

  The **diagnostician**, the **after-school coordinator** and **two reading teachers** will be **trained by External Consultant Mary Lynn Woods** (developer of the ARI comprehensive reading diagnostic instrument) to administer the ARI, interpret results, adapt instruction, and collect on-going data (running records) to maintain

student accountability reports. She will provide **two full-days** of **training** for **instructors** and **two half-days** of training that includes **modeling practices** with students **during** the after-school **Literacy Academy sessions**.

Teachers will learn how to conduct "Student Reflective Analysis"—where students listen to ARI audio recordings of readers and learn to diagnosis reader's strengths/needs, then learn and recommend instructional strategies for support. (Dr. Woods has found that **when students are involved in analyzing other students' ARI reading passages** {both gifted and troubled readers}, **they gain new insight into their own issues**.)

(c) As needed, both the Diagnostician and the Coordinator are able to provide instruction to students.

In all instances, **individual goals** will be **established for students** participating in the Literacy Academy. Goal attainment **results** will be **tracked**, as will the **rates of students who make anticipated growth** (minimum of two years growth across a one-year period) to measure the success of the Literacy Academy intervention.

Individual teacher success will also be **monitored** (using December and April SRI results, disaggregated by teacher). Any teacher determined to be less than highly-effective in providing after-school instruction will be immediately replaced.

(2) After-school Academic Support 2 Hours Monday-Thursday 27 Weeks

Based on **students' performance** on **formative assessments** (monthly *Scrimmages* and quarterly Acuity *Benchmarks*) and classroom performance, students will be **required to attend** the after-school program for tutoring in core academic content support for English/language arts, Mathematics, Algebra and Biology.

This support will be in addition to the targeted assistance that 7th and 8th grade students receive daily during the *8-Step Process* **"Success" period**. A key element of the *8-Step Process* is the continuous use of data to determine

which students have mastered content covered over a 3-week period, and which students need additional support. The new turnaround principal has ensured that the **Master Schedule accommodates** the **school-wide re-grouping of students** to implement Success Period each day of the week.

During monthly **"Learning Log" meetings**, teacher teams will review the results of formative assessments (*Scrimmages* & *Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment—during scheduled 30-minute "Success" periods.

> Students requiring Remedial assistance will be assigned to content-area teachers and specialists (generally, not their regular English or Math instructor). Those who have mastered the tested standards will be assigned to Enrichment classes taught by non-content teachers. (Instructional ideas and materials, aligned to English/language arts or Mathematics curriculum, will be provided to non-content teachers.)

For students in Grades 9-12, regrouping students school-wide presents unique challenges, not present in the Master Schedule and course requirements of middle school students. We continue to struggle with how to fully-embed the *8-Step Process* 30-minute "Success" period into the regular school day for our high school students. That given, we propose the following:

- Students in **Grades 9-12** identified as needing remediation, based on monthly *Scrimmage* and *Benchmark* assessments, will be **required to attend** the **after-school Academic Support** program to obtain the additional support they need.

- Across the 3-year SIG grant cycle, we will **work with** our counterparts at **Warren Central High School** to **examine solutions** to this issue so that by the end of the SIG grant funding cycle Howe can implement a workable strategy for embedding "Success" into the high school day. It is our understanding that Warren has also struggled with this component of the *8-Step Process* (at the high school level) but may be close to piloting a strategy for addressing this challenge. We are anxious to learn from them and to benefit from their experiences.

Beginning after the first *Scrimmage* results are available, the **after-school Academic Support** program will operate from **2:30-4:30 p.m., Monday through Thursday** for **27 weeks**.

- SIG monies have been budgeted to support **English/language arts, Mathematics, Algebra, Biology, Special Education and ELL teachers** to provide Academic Support to students who do not pass formative *Scrimmage/Benchmark* assessments, or who are not passing classroom coursework
- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring
- Instructional sessions will generally last for one hour, depending on student need, allowing students to participate in both the Literacy Academy and the Academic Support opportunities (depending on individual student need)

For both of the after-school initiatives (Literacy Academy and Academic Support):

- **Snacks** will be provided and **attendance/effort incentives** for students will be given (SIG grant)
- Transportation home following the after-school program will be provided (through district funds)

- A SIG-funded, after-school **Data Clerk** will **track participation** records for reporting purposes. **Student** and **teacher** attendance will be logged, as will be the specific support received by each student, e.g., Literacy Academy and Academic Support for math.

- To ensure the safety of both students and of staff, SIG monies will support the **extended-time services** of an **IPS Police Officer** during the after-school programs

Intersessions: 15 Additional Days Added to the School Year

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break that has been reduced to eight weeks. (*Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, IPS will use this time to extend learning for students who need additional remediation. The primary funding source for this district-wide intervention during Intersessions will be federal Title I funds. To understand how proposed **SIG-funded initiatives will supplement and enrich** that local effort, it is important to first demonstrate what will be provided for *all* district schools during these Intersession periods.

Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)

Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own district-funded Intersession *principal* and *all other 12-month contracted staff*. *Other district-funded* personnel will include:

- **English/language arts** and **Mathematics teachers**

  The number of teachers provided will be based on the numbers of eligible students, as determined by the district's student selection criteria (those failing English or Math coursework, ELL students who are functioning at Levels 1 and 2, students with the lowest SRI reading proficient levels). A teacher-student ratio of 1:25 is anticipated.

- 2 Reading Specialists
- 1 Special Education Teacher
- 1 Computer Specialist
- 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
- 1 Social Worker

Among the district's 12 secondary (middle and high) schools, district-funded services will be shared in the provision of:

- 2 Occupational Therapists
- 2 Physical Therapists
- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, **meals** (breakfast and lunch) and school **security** will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. **Training** for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

Every school—including turnaround schools—will receive all of the staffing and training support previously described. However, once the turnaround school is selected by the Indiana Department of Education for SIG funding, **greater authority** will be given to **turnaround principals** in the operation of their Intersession programs:

- Turnaround principals will **select their own Intersession staff**, not receive those assigned by the district. This includes the selection of highly-effective teachers from within the school, or across the district or outside of the district;
- Turnaround staff has the **option to design and provide curriculum specifically aligned** to their own students' needs if they opt not to use the Intersession curriculum provided by the district;
- A turnaround schools **may add content areas**—if desired—beyond the English/language arts and mathematics content areas required by the district; and
- In addition to remediation of academic content, the turnaround school may **opt to also include** engaging **enrichment activities** for students.

As detailed in **Section B, Question 2** of this grant application, proposed **SIG grant funding** would be **used during Intersessions** in the following ways:

- *In addition* to the number of E/LA and math teachers allocated through district funds, SIG grant funds would be used to provide **additional E/LA, Mathematics, Algebra, Biology, ELL,** and **Special Education teachers**. This will reduce teacher-student ratios and facilitate greater differentiated instruction to better meet individual learning needs.

- **Enrichment teachers** will be added to offer **highly-engaging and classes** intended **to motivate student attendance** during Intersessions. Students will be able to select from an exciting variety of classes from creative options submitted through district-wide teacher RFP applications. Examples of popular choices under consideration include: Crime Scene Investigations Courses (with guest presentations from doctors, police, and forensic experts); Flash-mob dance and music productions for performance at designated events; Shadow program for Future Doctors of America; CISCO Team Technology Class-- It's Not Just for Nerds; Poetry Slam, and a variety of drama, music, art and theater ideas.

  The number of enrichment classes needed will be dependent upon the school's Intersession schedule, i.e., whether enrichment classes occur across the school day (several full-time teachers would be needed) or only for the last part of the day (many part-time teachers would be needed).

  Support will be solicited from **parents** and **Community Partners** in the development and implementation of these Intersession opportunities.

- Depending on the numbers of teachers actually allocated through district funds, the turnaround school may be able to add elements to the district's student selection criteria and, thereby, increase the numbers of students required to attend Intersession. For example, the turnaround school may require any student who has not passed an ISTEP+ exam or End of Course assessment to attend.

As previously mentioned, a part-time **Data Clerk** will assist with tracking student and teacher participation in all extended-time learning opportunities for students, i.e., both during the After-School programs, as well as during Intersession.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends*	
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: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; (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; (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; (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; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	

Our over-arching key findings pointed to critical-need reform in two primary areas: (1) Developing an embedded system for **using data to inform** instructional decision-making and continuous school improvement; and (2) Addressing issues of **teacher efficacy** in the delivery of rigorous, engaging and highly-effective instructional practice.

Instructional Leadership and Instructional Practice

Our Turnaround Model reform design was built around the understanding that when SIG funding ended, we would have to sustain the supports enabled through those supplementary funds. The External Partners selected bring critical expertise needed to help us establish our own practices that will become embedded into daily and yearly routines and be fully-sustainable, no later than the end of the 3-year grant period.

The ***8-Step Process for Continuous School Improvement*** is a proven school improvement process. Through the leadership of Dr. Pat Davenport (national expert) and the ongoing involvement of Linda Miller (external consultant), the every-day practices expected through the *8-Step Process* will be monitored and supported to ensure that we are fully-implementing all components and positioning ourselves to sustain effective practices.

- **Key elements of the *8-Step Process* are already in place** (*Instructional Calendars* and monthly formative assessments). This puts us at an advantage, because our first year will not be focused on developing calendars and assessments. Instead, our efforts will be dedicated to using the Calendar to pace our instruction and to effectively and routinely use formative data results to make adjustments to classroom instruction and to provide interventions that meet students' needs.

- Anticipating the use of the *8-Step Process* (and its expectations for teacher-team planning and for monthly *Learning Log* meetings, after each formative assessment), the new turnaround principal has designed the **Master Schedule for 2011-12** to **accommodate embedded time for collaboration**. The same is true for scheduling **embedded time for**

daily **30-minute *Success Periods*** (remediation and enrichment) for all **7th and 8th** grade students. Implementation for these important elements will not be delayed.

- The turnaround principal is committed to participating in **monthly *Learning Log*** teacher team meetings to review *Scrimmage/Benchmark* formative assessment results, ascertain strengths and weaknesses, share best practices, problem-solve, and re-group students for interventions (supported both during- and after-school).

- Our **implementation** will be **monitored** at multiple levels: **Quarterly** *Process Checks* (Pat Davenport); **monthly** participation at *Learning Log* meetings and site observations of *Success* period interventions (Linda Miller); and **weekly** site visits by the district's Turnaround Director and staff. **Implementation** of elements of the *8-Step Process* **will be tracked**, as will successes and challenges (and the steps taken in the resolution of those issues).

- Just as **implementation** will be monitored, it will be **continuously supported** through the expertise and leadership gained by the Instructional Coaches (to enable our continuation of instructional support when funding for the External Partner ends); Reading Apprenticeship experts, and Turnaround Office staff stand ready to support our efforts.

The turnaround school's ***Instructional Leadership Team*** will play an invaluable supportive role. They were selected by the turnaround principal on the basis of their ability to provide leadership, influence colleagues and continuously support the hard work needed for true school reform. By providing leadership during *Learning Log* meetings, participating in *Quarterly Process Checks* and working collaboratively with the turnaround principal, their additional duties will **prepare them to lead** and **inspire reform** when the external experts are no longer available.

Understanding how to effectively *use* data to inform decision-making is crucial, but knowing *what to do* with the information is critical. Improving the efficacy of our classroom instruction is the charge given to our turnaround principal and their carefully selected Instructional Coaches. In the development of this grant proposal, did not seek funding for "programs" to improve classroom instruction. We wanted our *people*—those individuals most important to student learning—to be significantly better practitioners.

To do that, we built models that rely on coaching (train-the-trainer and teachers-training-teachers models) that is supported through embedded professional development strategies. Implementation of our after-school Literacy Academy and the Reading Apprenticeship trainings provide good examples of that. Our expectation is to continuously grow our own understanding of how to make effective and lasting instructional improvement.

Other efforts will influence our instructional practice and students' achievement.

- SIG funding used at Northwest to provide summer **Reading Apprenticeship Training** to twelve content teachers for Grades 7 and 8 will be **sustained through trained teachers' instructional practices** to use literacy comprehension strategies across core content area instruction. While our initial training will be provided by the new turnaround principal, other district resources may become available over the next couple of years.

  The developer of Reading Apprenticeship strategies, WestEd, is the recipient of the highly-competitive **federal i3 Grant Award**. As such, they identified IPS as a partnership district. Over a 5-year funding period, they will phase in **Reading Apprenticeship professional development** support to targeted IPS schools. While not identified as part of the initial cohort of partner schools, Northwest will pursue opportunities to be part of that effort.

- The SIG-funded **graduation coach** for Northwest provides a resource that has been proven effective in other IPS and Marion County high schools. We are convinced of the benefits of its potential impact on retaining at-risk freshmen and increasing graduation rates. With that understanding, our efforts to sustain this initiative will focus on **re-purposing other funding** sources, such as Title I. However, since significant levels of Title I funds have been redirected to support remediation during IPS Intersessions, this may not be a viable source.

  It is our understanding that the **Indianapolis Chamber of Commerce** continues to pursue funding to offer graduation coaches in high-need Marion County Schools. Through their *Common Goal Initiative*, they provided graduation coaches in several Marion County high schools (Northwest was not one of them). The Chamber can no longer sustain the project. If, however, they secure such funds, Northwest will strive to be part of that initiative.

  Other funding resources may become available in support of high school reform efforts, as the federal government reauthorizes its NCLB Act. If that happens, Northwest will pursue those funding options to sustain this important role.

In sum, the **definitive measure of** the **effectiveness** of all of the aforementioned reform strategies to impact instruction will be evidenced by **students' achievement results** and our **attainment of performance goals** established within this grant proposal.

Each SIG-funded **initiative** will be **continuously monitored** to ensure that it's fully and effectively implemented. Records will be maintained to **track** the **deliverables** and the **impact** of each initiative. The Turnaround Director will require routine reporting and the turnaround school's Project Manager will maintain records and documentation to support those reports.

As **adjustments** are needed, they will **be made across the school year**. At the end of each cycle year, **annual evaluation results** and **programmatic data** (accomplishments/impact) will be reviewed by the Turnaround Director and Turnaround Principal to determine whether broader changes are warranted.

Extended Learning Time for Students

While the above mentioned reforms focus primarily on our leadership and classroom instructional practices, the other most significant component of our SIG grant proposal is found in our strategies for providing more time for student learning.

Within our Turnaround Model grant proposal, two major extended-time student learning initiative are employed:

- Daily, after school instructional programs focusing on literacy and academic support; and
- Fifteen (15) full school days are added to the calendar year through district-funded Intersessions that are supplemented by SIG-funded initiatives.

Both extended-time efforts are sustainable, albeit in **modified form**.

While numerous activities (e.g., clubs and sports) are currently provided through after-school initiatives, SIG monies represent the primary (nearly exclusive) funding source for offering **targeted** and **intentional academic support** provided by highly-effective professionals during **daily** (Monday-Thursday) **2-hour, after school programs**. Sustainability of these extended-time efforts presents significant challenges, but can be demonstrated in the following ways:

- The **Literacy Academy** targets support for students whose reading proficiency levels are two or more years below level. Reading teachers who provide Academy instruction will benefit from **professional development** that will be **sustained** in their school day **instructional practices** and **shared with colleagues**.

  The comprehensive **ARI training** (through Mary Lynn Woods) will **develop** our **expertise** in diagnosing specific needs and identifying appropriate interventions for students who do not improve with traditional supports. The **ARI diagnostic tools** and **learning materials** will **remain available** for teachers' continued use, after SIG funding ends.

  Likewise, the themed **Novel Units** purchased through the SIG grant will **remain** a lasting resource for use by **Title I-** and **district-funded Reading teachers**.

- The **Academic Support** program helps students who have not demonstrated mastery on monthly formative assessments (*Scrimmages* and *Benchmarks*), fail coursework or do not pass State assessments. Highly-effective, certified teachers provide targeted instruction and are paid their hourly wages through SIG grant funds. **Funding to sustain** this program would likely come from **multiple** funding **sources**, including, but not limited to: **Title I**, **IDEA**, **Title III** and any remediation or school improvement monies available from the State.

  Other ideas for sustaining this initiative will be considered. **Teachers** could **volunteer** for one day per week, to oversee and support the work of **volunteer tutors** (non-certified). Relationships built with university partners may evolve into identifying strategies for using **college tutors** to support after-school efforts. **Grant opportunities** that target after-school academic support will be pursued.

- The **15 additional school days** for **Intersessions** will be **sustained by the district** (primarily through Title I funding). Within this grant proposal, we have demonstrated the district's role in operating Intersession days—for *all* IPS schools. SIG grant-funded Intersession components *supplement* that effort through the provision of *additional* content teachers and special populations' teachers.

  Unlike other IPS schools, SIG funding also enables the full inclusion of **enrichment teachers** during Intersessions. We see this as a critical component for enticing student attendance during Intersessions. Over the SIG grant funding period, we will collaborate with newly-established **Community Partners** to solicit their ideas and seek backing for sustaining the provision of extra-curricular enrichment coursework during Intersessions.

Social, Emotional and Community Supports

In addition to supports for instructional leadership & instructional practice and the provision of extended-time learning opportunities for students, our SIG proposal includes other social, emotional or community supports.

- Technical assistance from an expert **Behavioral Management Specialist** (Greg Abati) offers Northwest **15 days** of analyses and training to support our development and use of rules, rituals and routines that will impact student discipline and attendance concerns. **IDEA funds** currently are used to provide in-house support for this work. As a result of our SIG-funded efforts with Abati, implementation strategies enabled through his technical assistance will be **sustained by district-funded staff**.

- Northwest's use of SIG funding to support a **Community Outreach Coordinator** is targeted primarily to efforts to coordinate nearly 50 community business leaders who have expressed interest in supporting the school's resurging

Business Finance Magnet Program. Work will initially begin with lead partners and evolve over the 3-year funding period.

Throughout the funding cycle, the goal will be to have *established* **partnerships** and **practices sustained** by the school's **Business Finance team**. Howe's **lead counselor** will assume full responsibility for coordinating **internships** with local business partners when SIG grant support ends for the Community Outreach Coordinator.

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

➢ *Instructions:*

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

Turnaround Model

X☐ **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. *Replace the principal and grant principal operational flexibility.*			

The **existing** school **principal** will be **replaced** for the 2011-12 school year. The **new turnaround principal** was **selected by** the district **superintendent**, Dr. Eugene G. White. The official announcement naming **Phyllis Barnes** as the turnaround principal in 2011-12 for **Northwest Community High School** was made and **publicized** in **January 2011**.

Next to teacher effectiveness, research shows that **effective school leaders** most **significantly influence student learning** and **other aspects** of **school performance**.

A long-time educator, Phyllis Barnes is a **proven leader**. Dr. White's appointment of **Phyllis Barnes** as the turnaround principal for Northwest Community High School effective in 2011-12 is one based on **past evidence of turnaround success** and his subsequent identification of her for **district-level leadership roles** where she could more **broadly influence school improvement**.

- Ms. Barnes currently serves as the **Director of Instruction** for seven IPS schools—including the highly-successful Center for Inquiry. As a district Director, her primary role is to **mentor principals**. Because of his confidence in her abilities, when a school is determined to be in "crisis mode," she has periodically been assigned to assume temporary leadership (e.g., when John Marshall's principal exited the district, Ms. Barnes was asked to step in to stabilize the situation).

- As the former principal of **Longfellow Middle School**, a school in high levels of improvement status under the No Child Left Behind Act, Ms. Barnes turned around its performance to **come out of school improvement** and attain

achievement results among the **highest in the district**. ISTEP+ scores increased for both English/language arts and mathematics.

ISTEP+ Results		
School Year	% Passing Math	% Passing English
2004-2005	36.0%	33.5%
2005-2006	46.0%	46.0%
2006-2007	48.5%	47.1%

While there, she created an intervention plan to target skills necessary to enable students' mastery of taught standards.

She produced a series of videos that also included "students as teachers."

Ms. Barnes developed an instructional model for special education inclusion students that proved effective. The model included a content master teacher providing instruction for special needs students that was (at that time) considered innovative and engaging.

A community group was actively engaged while she was at the helm at Longfellow.

Student attendance was increased through an incentive program established by Ms. Barnes.

Ms. Barnes created and implemented a balanced calendar curriculum —one of only three schools in the district moving in this direction at that time. This centered on using data to plan remediation and enrichment efforts for students; it was supported by partnerships with volunteers.

When Longfellow Middle School was closed, Ms. Barnes was selected to **supervise**, **train** and **monitor secondary coaches** to help other poor-performing secondary schools **better use data** to **inform instruction**. She developed the IPS coaching model, conducted training for coaches (district-wide) and evaluated their performance.

Among the many topics for which she has **demonstrated expertise**, examples include:

- Implementing effective **co-teaching models** (with general education and special education teachers working collaboratively) to increase student achievement
- **Building collegial relationships** with teachers and principals for effective learning
- **Developing** and **scoring** school-wide **writing prompts**
- Building **academic vocabulary**
- **Interpreting formative assessment results**, **tracking student progress** and providing **appropriate support** with **interventions that work**
- Planning and coordinating school and district-based **professional development** opportunities
- Collaborating with teachers to **construct exemplary lessons** based on Indiana Academic Standards
- **Integrating technology** into the content areas to engage students and enhance learning
- Conducting effective **classroom walkthroughs** to ascertain levels of student engagement and rigor of instruction

With confidence in her ability to use her experience and expertise to impact performance in one of the district's highest-need schools, and with the approval of the IPS Board of Education, **Superintendent White** publicly announced, in **January 2011,** the appointment of **Phyllis Barnes** as the turnaround principal for Northwest Community High School.

By making this decision early, the newly-designated turnaround principal has been able (from January – May 2011) to **guide decision-making** that will **impact** the **principal's ability** to **implement needed reforms**. Some examples of leadership relevant to the SIG grant proposal include:

- Through the examination of mid-year Teacher Performance Evaluation data, personal school-based classroom observations of existing staff, participation in a rigorous teachers application and selection process, the **turnaround principal reconstituted staff**—selecting those most capable of turning around school performance for SY 2011-12.

- The turnaround principal has been able to review and use key **data findings** to ascertain **priority needs** of the turnaround school and identify interventions, aligned with those needs, for inclusion in the **SIG grant proposal** (e.g., the need for a process to consistently use data to inform instruction and interventions; the need to aggressively address adolescent literacy issues—both during the school day, and after school).

- The turnaround principal has been involved in **all decisions** regarding the development of the **SIG grant proposal initiatives**—aligned to priority key data finding needs of the turnaround school

- The turnaround principal has **determined** the turnaround school's **2011-12 Master Schedule** to ensure that **time** is **embedded** in the schedule to enable **routine professional development** among **like-teacher teams** and enable reform work envisioned within this grant proposal, e.g., *8-Step Process* elements: *Learning Log* meetings; and *Success Periods* for regrouping students (school-wide) to provide targeted remediation and enrichment.

- The turnaround principal has **selected** (or will select) ***all* SIG-funded personal**—as well as the school's ***Instructional Leadership Team*** members who will play key roles in leading and influencing change within the turnaround school.

Operational Flexibility

The **SIG-grant turnaround principal** has been granted **operational flexibility** for **hiring, retaining, transferring** and **replacing** staff:

- The SIG turnaround principal shall have broader authority and flexibility in filing vacancies and is **not bound by current** IPS Human Resources Processes in the placement of **displaced teachers**.
- The SIG turnaround principal may **interview** and **select teachers** from **outside the district**, as well as teachers within the district when hiring staff, unlike other traditional IPS schools.
- Vacancies in the turnaround schools will go through a **Posting Process** (receiving flexibility unlike traditional IPS schools) that will allow us to attract the best and the brightest candidates.
- A monthly report on the status of existing teachers' effectiveness will allow Human Resources, the Associated Superintendent and the Turnaround Director to make teacher **removal decisions in one or two weeks**, as warranted.
- The SIG turnaround principal will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround schools). The Turnaround Director and Associate Superintendent will work with the turnaround principal to enable responsive action, as needed.
- A new **Administrative Transfer Process** is now in place **only for** the **turnaround school** to accommodate **transfers** that are **not necessarily related** to **teacher performance**.

In the event that an employee within the turnaround school cannot commit to the work expectations required for turnaround reform (e.g., working beyond the regular work day, week or year), the principal—with the approval of the Turnaround Director—may request an Administrative Transfer of this individual.

Such action will be **authorized by** the **Turnaround Director** and **will not require approval** from **Human Resources**.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*			

Selection of Turnaround Staff

In January/February 2011, those IPS turnaround principals that intended to apply for SIG grant funding were convened to hear about the grant possibilities, as well as grant expectations. Simultaneously, **teachers** in those schools were **notified** that the new turnaround principal would be **required to vacate at least 51 percent** of certified staff within the school (teachers, media specialists, social workers, and counselors—including Title I, ESL and special education staff).

Staff was told that **those interested in remaining** within the turnaround school and committing their energy, talents and complete commitment to turnaround reform were **invited to submit an application** to the Division of Human Resources.

Those interested were required to submit Application Packets that included:

(1) Most recent mid-year **Teacher Performance Evaluation**;

(2) Three completed **reference forms**;

(3) A letter of application indicating their **reasons for interest**;

(4) A completed *Information Sheet*, e.g. current assignments, years of service and location/s, certification information, **awards** or **recognitions**, and participation in **professional development** activities;

(5) **Evidence** of **proficient/distinguished performance** in Domain 2 {Classroom Management} and Domain 3 {Instruction}; and

(6) A signed **Teacher Commitment Agreement** form, e.g., performance expectations; willingness to collaborate with colleagues and participate in professional development opportunities.

Meanwhile, **new turnaround principals** began to:

- **Review key data findings** (e.g., school's achievement data; student leading indicators; teacher performance evaluation ratings; findings from Quality Review Reports; etc.);
- Hold **conversations with current school leadership staff** and **district leaders** regarding findings from the data reviews and to solicit input and perspectives;
- Conduct **building walkthroughs**. Recognizing that teacher effectiveness is the top school-based factor in student achievement, the new turnaround principal spent many hours making **classroom observations** to inform staff selection decisions.
- Meetings were held with the district **Turnaround Director** to discuss the Interview Process and the protocols to be used during the interviews of both internal (existing) staff and external applicants.

Following a thorough review of applicant *Application Packets*, the Turnaround Director and turnaround principal met to determine which candidates would receive an interview with the turnaround principal and interview teams.

Research-based evidence from The Chicago Public Education's **Public Impact Report** (*School Turnaround Teachers: Competencies for Success*), provided to turnaround principal by the Turnaround Director helped them frame **interview questions** that would help interview teams **identify highly-effective** individuals who would be **most likely to work collaboratively** with staff to **dramatically turnaround school performance**.

Once the interview process was completed, **turnaround principal recommendations** were submitted to the Turnaround Director for her review, along with the *Application Packets* and interview scores of their candidates.

Final decisions were agreed upon and **submitted to Human Resources**. Displaced staff lists were sent by Human Resources to the current building principals with **RIF letters issued** by Human Resources the following week.

The turnaround principal for Northwest Community High School **retained 48 percent** of existing certified staff, **vacating 52 percent** of the school's teachers.

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*

Research clearly shows that the **Number One in-school factor** affecting student achievement is the **quality of the teacher, second only to** the effectiveness of the **school leader**. As a Turnaround Model school, responsible for reconstituting staff and dramatically changing instructional practices that will significantly influence increased student achievement and ultimately students' graduation rates, we fully-understand that the most critical factors in our success will be the effectiveness of our leadership and our instructional staff.

The **financial** and **programmatic supports** available through the SIG grant funding will play a vital role in supporting that work, by helping us **attract** and **retain talented teachers**—including hard-to-fill positions. As described throughout this application:

- **Reconstituted staff** members (both existing and newly-hired) have been **carefully selected** by the turnaround principal, through a **rigorous process**. (**Section C, Question 14**) This occurred during the months of **January through March 2011**. **Lead Persons** involved included: **IPS Human Resources Department; IPS Turnaround Director; Dr. Greenwood** (Director of Secondary Education); and, most notably, the **New Turnaround Principal**.

- The turnaround principal was **not forced to accept** teachers **displaced** from other schools.

- Those selected are a good fit for the school's team and they have **demonstrated their commitment** to the reform initiatives envisioned and detailed within this grant application. Applicant candidates were informed of the importance of selecting only those individuals most **capable** (highly-effective), **committed** (demonstrating a sense of urgency for meeting student needs) and **willing to commit** the additional time and support required for true reform under the Turnaround School Model.

To recruit (and retain) those staff selected to serve, the new turnaround principal has developed a Master Schedule (for implementation beginning in 2011-12) that will support their efforts and reward exceptional work.

- **Scheduled** and **embedded time** for collaborative team planning and decision-making (e.g., **at least weekly** like-team-teacher planning meetings, **monthly** *Learning Log* (data) meetings);

- Established systems for routine (embedded) **professional development** and **continuous instructional support** through the full-time SIG Instructional Coaches (that **mentor**, **observe** and **coach** teachers); Turnaround Office Specialists; and Reading Apprenticeship trainings (with support from the district Literacy Division).

- Provides immediate access to **experts** within the **Turnaround Office** (director, reading specialist, special education & ELL specialists, and an instructional technology specialist);

- Offers support through **annual summer training**, **quarterly *Process Checks*** by Dr. Pat Davenport to support implementation of 8-Step Process strategies, and **monthly onsite involvement** and **technical assistance** from Linda Miller for *Learning Log* (data) meeting support and implementation of "Success" (remediation & enrichment) instruction.

- Makes available **full-time CADRE teachers** to provide classroom coverage for teachers, enabling their participation in embedded professional development opportunities or observation of their colleagues' instructional practices. The CADRE teachers also provide remediation to assigned groups during embedded "Success Periods" for 7th and 8th grade students.

- **After-school Reading Teachers** will be **trained by** the **IPS Literacy Director** (**August 2011**) to use themed, Novel Units with students participating in the after-school Literacy Academy (to dramatically increase reading proficiency levels);

  Individuals from across the district (or outside the district) certified as **Orton-Gillingham-trained Reading Teachers** will have unique opportunities to use their skills as paid after-school instructors.

Literacy Academy leadership staff (coordinator, diagnostician and two teacher representatives) will receive **ARI diagnostic assessment training** from its developer, **Dr. Mary Lynn Woods**, for **2 days** in **August 2011** and **1 half-day** in **September** and **1 half-day** in **October** during Literacy Academy sessions (with students).

- All **twelve 7th and 8th grade content teachers (E/LA, Math, Science, & Social Studies)** from Northwest Community High School will receive **5-paid days** of **summer 2011 Reading Apprenticeship training** for using literacy comprehension strategies across the curriculum. Training will be provided by **Dr. Phyllis Barnes** (new turnaround principal and former district trainer for school coaches).

- In addition to **extended-time learning** opportunities for staff (e.g., **Annual Summer** Retreat trainings, six paid **Saturday** preparation days, ARI diagnostic trainings), **paid extended-time teaching** opportunities (**daily** after-school Literacy Academy and Academic Support programs; **15 Intersession days**) also will contribute to staffs' ability to positively impact student achievement and **financially-benefit** those selected for these roles based on their high ability.

- Across the 3-year grant period, as teaching (or CADRE) positions become available, applicants will be **recruited** from a broad pool, including candidates affiliated with **Teach for America**, **Woodrow Wilson Scholars**, **New Teacher Project**, and **Indianapolis (Marian) Teaching Fellows**.

- Teachers new to the district will be supported by **summer New Teacher Induction** workshops to introduce them to **tools** that are **critical to** the **initiatives** within this proposal (e.g., the district's *Instructional Calendar* {pacing guide} formative *Scrimmage* and *Benchmark* assessments, IPS Online tools).

- Exceptional turnaround teachers will be placed in critical **leadership roles** (Instructional Leadership Team), allowing them to influence school performance and develop into **tomorrow's school reform leaders**. Those selected will be **compensated** in recognition of the additional levels of commitment required of them.

- **Meaningful mid-year** and **end-of-year differentiated evaluations** will drive performance determinations and **reward highly effective** teachers and the turnaround principal, as well as **dismiss those unwilling** or **unable** to meet expectations (which will also influence teacher **morale**).

- We believe that an **evaluation system** that takes **performance** and **other qualification factors** (e.g., effective implementation of key *8-Step Process* initiatives; leadership roles played in support of school reform efforts) into consideration will **demonstrate our respect** of educators as the professionals they are and it will **keep talented teachers** in our school.

- Based on the experiences of school turnaround in Warren Township (through its implementation of the *8-Step Process for Continuous School Improvement*), we believe that **immediate change** in student performance **is possible**.

  As we begin to witness the impact our targeted (and SIG-supported) reform efforts have on student achievement, staff will **remain invigorated** and **inspired** to sustain and increase their collective efforts. Success is powerful motivator.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*			

Two **over-arching key need findings** drive the primary elements of the supports provided to teachers:

(1) The need to establish a **process to systematically use data to inform and differentiate** instruction that will lead to continuous school improvement; and

(2) The need to **impact teacher efficacy** in the **delivery of highly-effective classroom instruction**.

Routine, scheduled time has been **embedded** into the turnaround principal's 2011-12 **Master Schedule** to provide **time** for teachers to collaborate, analyze student data and classroom practices to make informed decisions about instructional strategies.

Within a 7-period day, teachers instruct students for 6 periods and 1 period is provided for teacher preparation.

- **One day** of **each week** (of teacher prep time) will be **reserved** for **professional development**.
- Teachers will meet in **Grade Level Teams** (for **Grades 7-9** English/Language Arts, Mathematics, Science and Social Studies teachers) during Professional Learning Community (PLC) meetings.
- For **Grades 10-12**, these meetings are held for **Content/Subject Area teachers** (i.e., English/Language Arts teachers meet as a team, Mathematics teachers meet as a team, etc.).

The **need to establish a process to systematically use data to inform and differentiate instruction** for continuous school improvement is address through the work with our Lead Partner, Dr. Pat Davenport, and the implementation of the ***8-Step Process***.

Lead External Partner: **Dr. Pat Davenport** will provide the foundation and systematic framework for the turnaround principal and teacher's routine use of data for continuous school improvement. Using her nationally

acclaimed and highly-successful ***8-Step Process for Continuous School Improvement,*** Dr. Davenport will provide intensive annual summer trainings and conduct Quarterly *Process Checks* to oversee and inform the implementation of the *8-Step Process*.

The *8-Step Process*, first used in Indiana's MSD of Warren Township Schools and, subsequently, in IDOE-identified high-need schools, is a proven system to (1) continuously **use Data** to determine areas of strength and weakness; (2) follow **Instructional Calendars** (pacing guides) to ensure coverage of required academic standards; (3) maintain **Instructional Focus**; (4) use formative and summative **Assessments** for decision-making; (5) provide extended **Tutorial** support to struggling students; (6) provide extended **Enrichment** opportunities to students who have mastered current work; (7) ensure **Maintenance** of previously-taught standards; and (8) routinely **Monitor** process implementation.

External Consultant: Linda Miller will supplement the summer and quarterly work of Dr. Davenport by conducting *monthly* intermittent *Process Checks* that will primarily **focus on two key elements** of the *8-Step Process*. She will provide on-going external reviews and offer technical assistance relevant to the effective implementation of monthly "**Learning Log**" data meetings and daily "**Success Periods**" for providing targeted and engaging support for re-grouped students.

The *8-Step Process* **Learning Log** (data) meetings will be convened by the principal for **Grade-level teams** (7th, 8th and 9th E/LA, Math, Science & Social Studies teachers) and **Content/Subject Area teams** for teachers of Grades 10-12 (including special education co-teachers). "Learning Log" meetings will take place following monthly *Scrimmage*/Acuity *Benchmark* 3-week assessments.

The **need to support teacher efficacy** in their delivery of highly-effective instructional practices will be supported in the following ways:

At Northwest, the SIG grant provides for **two (2) full-time Instructional Coaches**. Having served as the district's **Supervisor of Instructional Coaches**, the new turnaround principal brings strong capacity for leading instructional reform at Northwest. The turnaround principal will personally select two key exceptional teachers (E/LA Coach and Math Coach) to work under her direct supervision to provide ongoing modeling, observation and support of classroom teachers' delivery of effective instruction.

Using information from the key data findings and ongoing student performance data (via monthly *Scrimmage/Benchmark* assessments), priority need areas will be identified. Supported and guided by the turnaround principal, **the Coaches will**:

- Provide teachers with professional development (during weekly, embedded PD days)
- Observe classroom instruction
- Provide critical feedback
- Model effective practices

Through the support of the turnaround principal, **the Coaches will**:

- Understand what an effective instructional coach does to impact and improve student achievement (Action Plans will be developed for the first three weeks of school, and beyond, as needed.)
- Know how to integrate technology into the content areas
- Observe classroom instruction to support the teachers' use of engaging learning strategies
- Support teachers' use of the *Instructional Calendar* and monthly formative assessment results to adjust strategies to meet students' needs

Other targeted professional development activities will support teachers' efficacy in their delivery of instruction.

- An experienced trainer of the **Reading Apprenticeship Model** (for using literacy comprehension skills across content areas), the turnaround principal will **train twelve 7th and 8th grade core content teachers** (English/Language Arts, Mathematics, Science and Social Studies) to use this research-based instructional strategy within their classrooms. **Across the 3-year grant cycle, additional cohorts** of teacher teams will receive the Reading Apprenticeship training.

  The district's **Literacy Director** and members of her staff can provide **additional support** for these trainings—having also participated in WestEd's training and worked with other schools that have implemented the model.

- The district's **Turnaround Office** will provide **targeted assistance**, based on identified needs, through office experts, including: Reading Interventionist; Special Education and ELL Specialists; and an Instructional Technology Specialist.

Four (4) CADRE Teachers will be selected by the turnaround principal for **full-time placement** at Northwest Community High School. This important SIG-funded component places certified, district reserve teachers—who are experienced and well-regarded professionals—onsite to "cover classrooms" and **allow teachers release time for job-embedded professional development** (generally in one-period increments). CADRE teachers understand building routines and procedures and can ensure that learning continues while teachers are away from their classroom students.

During monthly *Learning Log* discussions, *Scrimmage/Benchmark* data results will be reviewed and disaggregated. Teachers showing the highest performance rates will **share best practices** that proved effective in meeting students' needs. Classroom teachers will be able to call upon CADRE teachers as they **observe** these **highly-effective instructional practices** in **colleagues' classrooms**.

The turnaround principal will work closely with, and rely upon, her ***Instructional Leadership Team*** (ILT). Selected by the principal, these individuals represent key roles within the school and will assume leadership responsibilities during *Learning Log* meetings and job-embedded professional development meetings.

Each member will participate in **weekly after-school *Instructional Leadership Team (ILT)* meetings and professional development sessions** with the turnaround principal. These teacher leaders support the work of teacher teams during monthly *Learning Log* meetings and weekly collaborative planning meetings among teacher teams.

During the after-school meetings, they will receive **professional development** aligned to specific instructional needs identified through data findings, including, but not limited to:

- Co-teaching models: How to effectively implement them to improve student instruction
- Building collegial relationships with teachers for effective learning
- Accessing curriculum resources/tool box
- Developing and scoring school-wide writing prompts
- Building academic vocabulary
- Using data to drive instruction
- Student interventions that work

To further support the professional development of the *Instructional Leadership Team*, **five full-days** have been budgeted for **annual extended-time training**. Priority needs will be identified for the focus of these trainings. Training support will be provided by district **Content Directors** and by experts within the **Turnaround Office** (Reading Interventionist; Special Education and ELL Specialists; and the Instructional Technology Specialist).

5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*

The Turnaround Model anticipates the creation of a new governance structure (i.e., a district **Turnaround Office**). Through resources provided under the SIG grant, the Indianapolis Public Schools implemented, in school year 2010-11, *Phase 1* of a multi-year plan to turnaround its persistently lowest-achieving schools. With only two schools participating in the first year SIG initiative, a **Turnaround Office** was not established. The district's Associate Superintendent served as the Turnaround Officer, providing new turnaround principals at George Washington and John Marshall Community High School direct-report authority to support their implementation efforts.

- Our first year of implementing the SIG Turnaround Model has taught us a lot. Experience revealed the complexities and ongoing efforts required of the district's central office to adequately support turnaround principals in a timely and comprehensive manner. As we move into *Phase 2* of our multi-year plan to apply for and implement *additional SIG-funded turnaround initiatives*, and as the district's superintendent works to support other local turnaround efforts, the need for a **district Turnaround Office** now clearly exists.

- A **newly-appointed Turnaround Director**, Yvonne Rambo, selected as last year's *National Middle School Distinguished Educator of the Year*, was reassigned to the position of Turnaround Director in January 2011. An experienced school leader, she fully understands the needs of high-poverty, low-achieving schools and has demonstrated her effectiveness in turning around school performance.

  Ms. Rambo served as a distinguished principal at Gambold Middle School for four and one-half years. A high-poverty, high-need school, it served students in Grades 7 and 8, with an enrollment of 342 students in 2010. Ninety percent (90%) of the students came from impoverished homes (with 84 percent eligible for free lunch and 6 percent for reduced). Its diverse student population is composed of 52% Black; 36% Hispanic; 7% White; 3% Multi-racial; and 2% Asian.

While Gambold did not make **AYP** in 2010, they met the performance standard in **22 of 25 categories** (missing for Hispanic students in E/LA and for Special Education students in E/LA and Math).

Under **Public Law 221**, Gambold demonstrated **Academic Progress** in 2010 with Performance at 52.1 percent and Improvement at 4.6 percent.

Of **12 secondary IPS schools** (serving Grades 7 & 8), Gambold was the **only school** to demonstrate **High Growth** (under Indiana's new Growth Model) in 2010 for its Mathematics students. With a Median Overall Percentile Growth of 49.0, they just missed this designation for English/Language Arts students during the same period.

Analysis of Gambold Growth Model Performance				
	English/Language Arts			
	Total % Students Passing ISTEP+	Median Growth Percentile Overall	% Students with High Growth	% Students with Low Growth
2007	36.4%	40.5	23.3%	43.4%
2010	46.6%	49.0	27.7%	37.5%
Change	Increased 10.2 pts.	Increased 8.5 pts.	Increased 4.4 pts.	Decreased 5.9 pts.
Analysis: Just as turnaround schools will be asked to increase student performance over a 3-year period, this analysis provides a 3-year comparison of data, using 2007 data as its baseline.				
Under the Growth Model formula, students at Gambold Middle School increased their ISTEP+ English/Language Arts pass rates by 10.2 percentage points.				
The overall Median Growth Percentile increased by 8.5 points placing them at 49.0 (just missing the 50.0 threshold for demonstrating High Growth).				

As hoped for, under the Growth Model, the percentage of students with High Growth increased by 4.4 percentage points.
Conversely, the percentage of students with Low Growth decreased by 5.9 percentage points.

Analysis of Gambold Growth Model Performance				
	Mathematics			
	Total % Students Passing ISTEP+	Median Growth Percentile Overall	% Students with High Growth	% Students with Low Growth
2007	41.0%	33.5	23.0%	52.2%
2010	60.8%	58.0	41.4%	34.5%
Change	Increased 19.8 pts.	Increased 24.5 pts.	Increased 18.4 pts.	Decreased 17.7 pts.
Under the Growth Model formula, students at Gambold Middle School increased their ISTEP+ Mathematics pass rates by 19.8 percentage points.				
The overall Median Growth Percentile increased by 24.5 points scoring at 58.0 to demonstrate High Growth, as a school. Of 12 secondary IPS schools (serving students in Grades 7 & 8), Gambold was the only school to meet this benchmark.				
As hoped for, under the Growth Model, the percentage of students with High Growth increased by 18.4 percentage points.				
Conversely, the percentage of students with Low Growth decreased by 17.7 percentage points.				

- In her role as the newly-appointed Turnaround Director, **Ms. Rambo** is **paid** through **district funds**, and not supported by federal SIG grant monies.

- She will work closely with the SIG turnaround principals and they will retain **direct-report to** the **Associate Superintendent**, Dr. Li-Yen Johnson. She 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). Dr. Johnson also plays an integral and on-going role in the selection of and work provided by contracted External Partners.

- Beginning with school year 2011-12, the district will fund and **assign** to the new **Turnaround Office** the following exemplary, key personnel **to expand** and **enhance direct support to turnaround schools**: Reading Interventionist, Special Education Specialist, ELL Specialist, and a Technology Instructional Specialist. This decision was based on lessons-learned with existing turnaround schools and issues that routinely warranted immediate access, expertise and availability to trouble-shoot ongoing concerns.

  The **Turnaround Director personally selected** the specialists, allowing her to identify and place only the **most highly-qualified** individuals **committed to supporting** the everyday needs of the **turnaround principal** and **staff**. District funding is used to support all Turnaround Office staff, not the SIG grant. Turnaround Office Specialists include:

  Special Education Specialist: Patricia Elff

  - Has been a distinguished Special Education coach for four years
  - Has produced and been the exemplar for co-teaching training videos and professional development
  - Created entire PLC programs for Howe Community High School

- Created and implemented effective ISTEP procedures at School 108, contributing to the school's attainment of making AYP through safe harbor
- Trained trainer in READ 180 and SRI Interpretation (reading proficiency Lexile levels)
- Cited by State audit teams as an effective special education coach. Led her school in producing effective co-teaching strategies and analyzing data to inform and impact instruction.
- Provided professional development in: Mapping, co-teaching, ELA strategies, NUA, Open-ended response test taking strategies, classroom management, Inclusion Models, Implementing adaptations, etc.
- Designed and implemented summer school curriculum
- Served on multiple leadership committees: ILT, Peer Observation, School Improvement, SBDM, curriculum mapping, Textbook Adoption, etc.
- ABCD award winner/finalist for Golden Apple Award

ELL Specialist: Catherine Fuller

- Served as the District ESL Coach for three years, providing coaching for all ESL sites
- Developed and implemented an effective Vocabulary Immersion program at School 108
- Participated in Marzano training in building Content Vocabulary
- Participated in all site visits at School 108, including Cambridge and State Quality Reviews
- Guides all ESL testing at school
- Teaches classes at IUPUI for future ESL teachers.
- IPS graduate

- Also credentialed to teach Science
- Trained in use of iPOD's for instruction
- For multiple years, has developed a Master Schedule for appropriately meeting the needs of ESL students
- Demonstrated effective collaboration with general education teachers for implementing adaptations to meet student learning needs
- Conducted professional development for staff and modeled effective practices in teachers' classrooms

Technology Instructional Specialist: Christine Stratman

- For past two years, has been the Instructional Technology Grant Facilitator and Professional Development trainer for IPS
- Effectively trained hundreds of IPS teachers to use technology in their classrooms
- Selected as presenter at national conferences on topics including: Managing One-to-One Laptops; Textbooks to Netbooks; The 21st Century Classroom; Empowering Urban Districts with One-to-One Technology; Problem-Based Learning
- Successfully pursued and been awarded several technology grants for her classroom and for district schools
- Participates as an active member of the Collegiate High School Design Team
- Conducted professional development for district administrators on: Data Dashboard; IPS On-Line; Monitoring Instruction with Integrated Technology

Reading Interventionist (TBD): *Looking for a candidate with following*:

- Certification in Reading

- Experience with analyzing SRI data (reading proficiency Lexile levels)
- Successful experience with reading intervention strategies
- Evidence of increasing student achievement on State tests
- Evidence of using data to impact instruction and achievement
- Strong leadership skills
- Coaching experience

- While housed in a central location, the Turnaround Office staff will be **scheduled** and **routinely working** within the **turnaround school sites**, conducting **weekly site visits** (at a minimum, in Year 1). They will be highly-visible, supportive and transparent in their relationship with school staff.

  The turnaround principal understands that these **experts are at their disposal** to provide needed support. To ensure broad understanding of the over-arching goals and objectives of the turnaround school, Turnaround Office staff will **participate** in **Annual Summer Retreat trainings** (e.g., *8-Step Process* training) as well as **External Partner key professional development events** (e.g., Quarterly *Process Checks* conducted by Dr. Pat Davenport).

6. *Use data to implement an aligned instructional program.*

During school year 2010-11, all Indianapolis Public Schools were accountable for using district-established ***Instructional Calendars*** (pacing guides) to focus instruction on identified Indiana Academic Standards. With high transient rates within the district, the *Instructional Calendars* help to ensure that as their highly-mobile students move from school to school, there are far fewer gaps in the learning – since the pacing of instruction and content covered is consistent district-wide.

To measure students' acquisition of those standards, the district developed and has fully-implemented **interim** (formative) **assessments**. These **uniform** assessments, called ***Scrimmages***, are administered district-wide **every three weeks** for the content areas of English/language arts and mathematics. **Quarterly** district assessments (called ***Acuity Diagnostics/Benchmarks***) capture student learning **every nine-weeks**. The Benchmark assessments measure student performance in English/language arts, mathematics, algebra and biology.

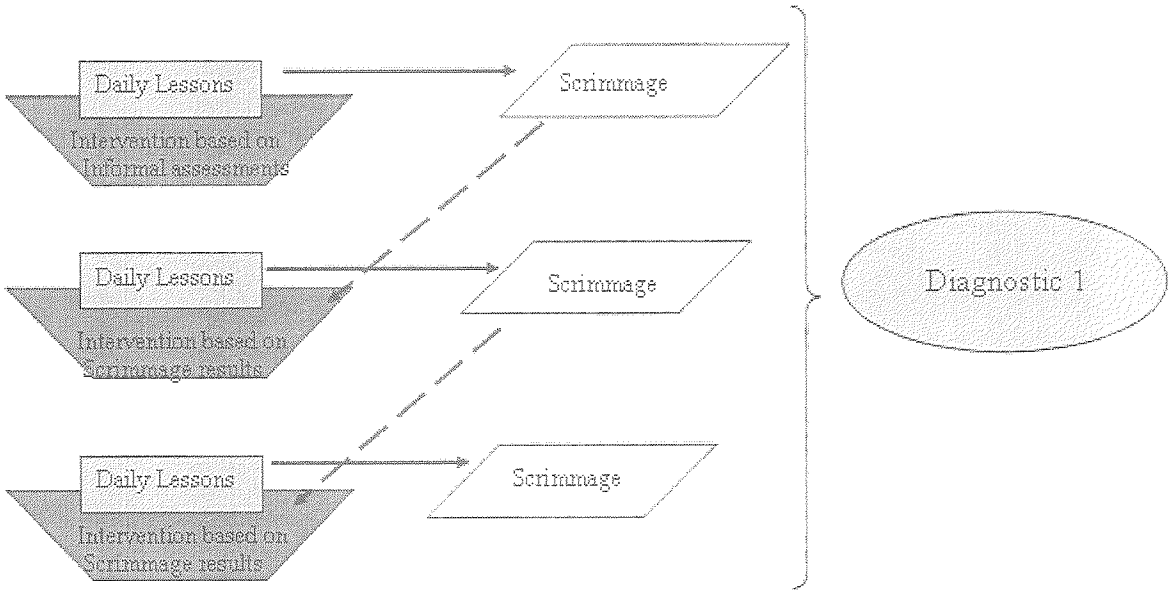
The basic tenets of the district's instructional accountability system work like this:

Indiana Academic Standards are to be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing guide), covering four *Instructional Cycles* across the school year.

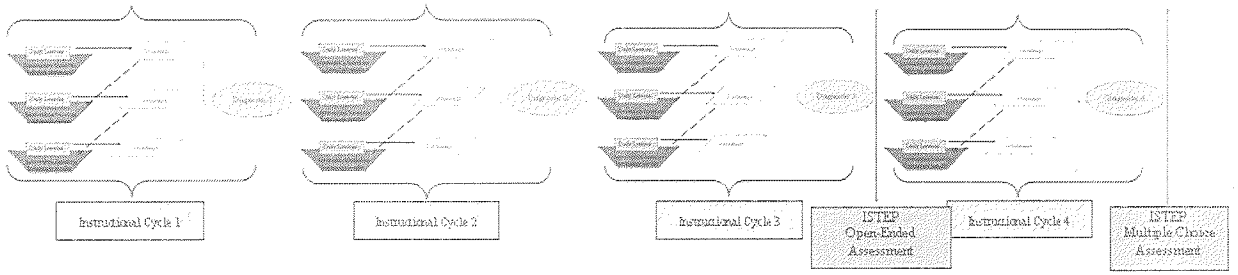
- Within Cycle 1 (the first 9-weeks of the school year), identified standards are taught, followed by *Scrimmage* assessments administered every three weeks. Daily lessons are to prepare students for the 3-week *Scrimmage* tests.
- *Scrimmage* is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers).
- Disaggregated results are back to teachers within two days. *Scrimmage* data results are intended to 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.
- Re-teaching of non-mastery content is anticipated in this model.
- Within an Instructional Cycle (i.e., a 9-week period), three *Scrimmage* assessments prepare students for quarterly Acuity *Diagnostic* (Benchmark) Assessments. These diagnostic assessments are intended to gauge students' progress in mastering standards that will be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* introduces new indicators and reviews previously taught standards. There are four, 9-week cycles across the school year.

Example of one 9-Week Instructional Cycle



Example: Four Instructional Cycles Across the School Year



While the *Instructional Calendar* is used by teachers and the monthly formative assessments are in place (*Scrimmages* and *Benchmarks*), triangulated **key data findings** revealed that among our highest priority areas of concern was the **insufficient** and **ineffective use of** the **data results** from our monthly assessments. This was true at two levels:

- Formative data results were **not used to make instructional adjustments**; and
- Formative data were not used to **provide targeted, differentiated interventions to students who failed** to demonstrate mastery on those monthly assessments.

To attack this issue, **SIG grant funds** will be used to contract with **Dr. Patricia Davenport** for training and the implementation of her nationally- and State-recognized ***8-Step Process*** *for Continuous Improvement*. Teachers (and turnaround administrators) will receive the following support:

- **Annual summer trainings** and **quarterly *Process Checks*** conducted by **Dr. Davenport** to ascertain our progress in implementing the improvement model, to share successful practices, and to trouble-shoot emerging issues.

- **Site visits** will be provided to MSD of **Warren Township** to observe their effective implementation of *8-Step Process* and to collaborate with experienced staff.

- **Monthly *Learning Log* (data) meetings** with the turnaround principal and school instructional teams will be held to analyze *Scrimmage* and *Benchmark* results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for *Success* (remediation/enrichment).

  Monthly onsite technical support will be provided by external consultant, **Linda Miller**, who will focus primarily on *Learning Log* meetings (team data analyses) and the delivery of data-driven interventions to support students (based on *Scrimmage* and *Benchmark* results).

  Powerful information that should be influencing classroom instruction and the identification of targeted student interventions is available within the **Classroom Scrimmage Score Sheet** report, sent to the school immediately following *Scrimmage* assessments.

  The **Sample** *Classroom Scrimmage Score Sheet* (below) provides student results for an Algebra classroom. Of the 33 students in this teacher's 1st period, 18 were present for this *Scrimmage* assessment (with nearly half of this classroom's students not represented). Students' names have been deleted in the far left-column, so the **1st column** on the **left** represents each student's Overall Individual Result on the *Scrimmage* test.

  The first score shown on this Sample is 33% (meaning that 33 percent of the 6-tested Academic Standards Indicators were answered correctly by the first student listed in this classroom). Directly to the right of the individual student's score is the accounting of **which items were correctly answered** (Questions 1 and 4, shaded in pale green for the first student). Note that while this student incorrectly responded to Questions 2, 3, 5 and 6, we also can see which

answer the student *thought* was the correct response (i.e., the student selected response "C" for Question #2). Knowing this should help to inform teachers of misguided student thinking and, therefore, areas for **re-teaching**.

The middle column shows the **percentage of correct responses**, for each student, **by Indicator**. On this Scrimmage assessment, three indicators were tested: 1.4.2 A; 1.4.3A and 1.4.4A. Again, this provides another source of information, specific to individual student strengths or weakness.

Scrimmage #5 for Algebra

Classroom Teacher's Name, Period 1							Individual Indicator Performance			Class Indicator Proficiency		
	Student Responses											
Std Alg	1	2	3	4	5	6	1.4.2 A	1.4.3 A	1.4.4 A			
33%	a	c	d	c	c	b	50%	50%	0%	1.4.2 A	89%	Find the slope, x-intercept and y-intercept of a line given its graph, its equation, or two points on the line
83%	a	d	a	c	b	c	100%	100%	50%			
33%	b	d	b	a	b	c	50%	0%	50%			
33%	b	d	a	b	c	b	50%	50%	0%			
0%							0%	0%	0%			
0%							0%	0%	0%			
0%							0%	0%	0%			
0%							0%	0%	0%	1.4.3 A	50%	Write the equation of a line in slope-intercept form. Understand how the slope and y-intercept of the graph are related to the equation.
67%	a	d	a	a	a	a	100%	50%	50%			
0%							0%	0%	0%			
0%							0%	0%	0%			
0%							0%	0%	0%			
83%	a	d	a	c	b	c	100%	100%	50%			
33%	b	d	c	a	b	d	50%	0%	50%			
0%							0%	0%	0%			
83%	a	d	a	c	b	b	100%	100%	50%	1.4.4 A	50%	Write the equation of a line given appropriate information
67%	a	d	c	c	b	d	100%	50%	50%			
67%	a	d	b	c	b	b	100%	50%	50%			
67%	a	d	b	c	b	b	100%	50%	50%			
67%	a	d	c	d	b	a	100%	0%	100%			
50%	a	d	c	d	a	a	100%	0%	50%			

0%						
0%						
100%	a	d	a	c	b	a
0%						
0%						
50%	a	d	a	b	c	b
83%	a	d	c	c	b	a
0%						
67%	a	d	b	c	b	b
0%						
0%						
67%	a	d	c	c	a	a
63%	18	18	18	18	18	18
18	1.4.2 A	1.4.2 A	1.4.3 A	1.4.3 A	1.4.4 A	1.4.4 A

0%	0%	0%
0%	0%	0%
100%	100%	100%
0%	0%	0%
0%	0%	0%
100%	50%	0%
100%	50%	100%
0%	0%	0%
100%	50%	50%
0%	0%	0%
0%	0%	0%
100%	50%	50%

75%-100% Benchmark
50%-74% Strategic
0-49% Intensive

Class Response Percentages

	A		B		C		D		Correct
1	15	##	3	17%	0	0%	0	0%	83%
2	0	0%	0	0%	1	6%	17	94%	94%
3	7	##	4	22%	6	33%	1	6%	39%
4	3	17%	2	11%	11	61%	2	11%	61%
5	3	17%	12	67%	3	17%	0	0%	67%
6	6	##	7	39%	3	17%	2	11%	33%

The Chart at the **bottom** of the *Classroom Scrimmage Score Sheet* is the piece of information that will be most useful during monthly teacher-team *Learning Log* (data) meetings. Here we see the six (6) tested Indicators (left column)—with two questions for each of the three Standard Indicators tested.

For Question #1, the correct response was "A" (it's shaded in Green). Of the 18 students who took the test, 15 selected response "A" (83 percent answered correctly, as noted in the far right Column. Three of the students incorrectly selected choice "B." None of the students selected response "C" or "D," so **what influenced the incorrect selection** of response "B"? **What instructional adjustments,** or **re-teaching** is needed?

During *Learning Log* discussions, it would be clear that within this (Sample) teacher's classroom, re-teaching is needed (at the very least) for concepts testing on Questions 3 and 6 (with only 39 percent and 33 percent of students, respectively, mastering these Indicators).

Within the *Learning Log* meeting, in addition to individual teacher classroom analyses, **all content area teacher data results would be combined** to analyze **school-level performance**. These data then will allow teachers to re-examine their curriculum, make individual or whole-group instructional adjustments and discuss practices that were effective in rooms with high performance levels.

Finally, during *Learning Log* meetings, the individual student results will be used to **identify** and **re-group students** for **interventions** to address their specific learning needs. This will happen at two levels, based on our implementation of the *8-Step Process* "Success Period" and through the provision of SIG-funded, after-school Academic Support:

(1) Students, school-wide, in grades 7 & 8 will be re-grouped for a daily 30-minute **"Success Period"** of remediation (provided by content teachers and specialists for those students not mastering tested Standards) or enrichment (taught by non-content teachers and staff for those students mastering tested Standards); and

(2) **After-school Academic Support** sessions taught by highly-effective content area teachers to provide remediation to students who have not mastered Standards tested on monthly formative assessments or students who are not passing coursework in English/language arts, Mathematics, Algebra, or Biology.

- **Professional development** to support the implementation of the *8-Step Process* is provided both through weekly school-day (**embedded**) professional development opportunities, as well as through summer, after-school and Saturday extended-time activities. Examples include:

To better meet students' needs and to ensure ample opportunities for embedded professional development, the new turnaround principal's Master Schedule provides 7 periods daily: Teachers instruct students for 6 periods; 1 period is provided for teacher preparation.

One day of each week (of teacher prep time) will be reserved for professional development. Teachers will meet in **Grade Level Teams** (for **Grades 7-9** E/LA, Math, Science and Social Studies teachers) during Professional Learning Community (PLC) meetings. For **Grades 10-12**, these meetings are held for **Content/Subject Area teachers** (i.e., E/LA teachers meet as a team, Mathematics teachers meet as a team, etc.).

The *8-Step Process* **Learning Log** (data) meetings will be convened by the principal for Grade-level teams (7th, 8th and 9th E/LA, Math, Science & Social Studies teachers) and Content/Subject Area teams for teachers of Grade 10-12 (including special education co-teachers). "Learning Log" meetings will take place following monthly *Scrimmage*/Acuity *Benchmark* 3-week assessments.

Ten teachers will be paid for working **6 Saturdays** for the: (a) development of "Success" period remediation and enrichment strategies for use by non-content teachers; and/or (b) the preparation of "Countdown" instructional materials for use by all teachers in the 20 days prior to each of the State's high-stakes assessments.

Weekly after-school *Instructional Leadership Team (ILT)* meetings are held to support the Teacher Leaders' work with teacher teams during monthly *Learning Log* and weekly collaborative planning meetings among content teachers. The turnaround principal has selected 13 Teacher Leaders to serve as **ILT members**--representing each of the four core content areas, special student populations, and key leadership roles aligned to SIG-funded initiatives (e.g., the Instructional Coaches).

- Two full-time SIG-funded **Instructional Coaches** (E/LA and Math) will be a key players at monthly *Learning Log* meetings as the principal and team teachers **analyze** formative assessment results to determine strengths and weaknesses, discuss best practices, problem-solve and **re-group** students for targeted interventions.

While Scrimmage, Benchmark and State assessment data will drive Learning Log discussions and instructional decision-making, **other data** (relevant to specific components of this grant proposal) will be routinely used.

Scholastic Reading Inventory (SRI) assessments measure students' reading proficiency levels (Lexile Levels) and are administered **three times each year**: August; November/December; and May/June.

Using data from the April 2011 SRI results, **students reading at two or more levels below** grade level **will be required to participate** in the new, after-school Literacy Academy. Here they will receive instruction by highly-effective Reading teachers, based on their individual needs.

- Highly-effective **Reading teachers** will be selected to provide instruction to the majority of students served in the Literacy Academy. The teachers will receive **training** from the district **Literacy Director** for using new **themed Novel Units** developed by National Geographic to engage and challenge struggling adolescent readers.

- **Individual goals** will be **established for students** participating in the Literacy Academy. Goal attainment **results** will be **tracked**, as will the **rates of students who make anticipated growth** (minimum of two years growth across a one-year period) to measure the success of the Literacy Academy intervention.

- **Individual teacher success** will also be **monitored** (using December and April SRI results, disaggregated by teacher). Any teacher determined to be less than highly-effective in providing after-school instruction will be immediately replaced.

Students performing at the lowest proficiency levels and those who are not progressing through the Reading Teacher intervention will receive **diagnostic testing** to ascertain their specific learning needs. The SIG grant will fund a full-time, after-school **Diagnostician** to conduct and oversee these analyses. Based on the results of the diagnostic assessments, the following interventions are anticipated:

- Highly-effective Orton-Gillingham Teachers will use a multi-sensory phonetic approach for students working at the most basic levels. The ***Wilson Reading Test***, a short diagnostic tool that Orton-Gillingham teachers are already skilled at using, will further identify students' **specific areas of phonemic and auditory discrimination needs.**

- **When specific student needs cannot be fully determined**, the Diagnostician will administer the 9th Edition of the *Analytical Reading Inventory* (ARI), developed by Dr. Mary Lynn Woods. This comprehensive ARI is given in a 1:1 setting and takes 30-45 minutes to assess all reading skills. The assessment **results determine the intervention** that will be provided through ARI curricular materials targeting fluency, phonics, word identification, vocabulary, and comprehension skills.

- The **diagnostician**, the **after-school coordinator** and **two reading teachers** will be **trained by External Consultant Mary Lynn Woods** (developer of the ARI comprehensive reading diagnostic instrument) to administer the ARI, interpret results, adapt instruction, and collect on-going data (running records) to maintain student accountability reports. She will provide **two full-days** of **training** for **instructors** and **two half-days** of training that includes **modeling practices** with students **during** the after-school **Literacy Academy sessions**.

  Teachers will learn how to conduct "Student Reflective Analysis"—where students listen to ARI audio recordings of readers and learn to diagnosis reader's strengths/needs, then learn and recommend instructional strategies for support. (Dr. Woods has found that **when students are involved in analyzing other**

students' ARI reading passages {both gifted and troubled readers}, **they gain new insight into their own issues**.)

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. *Promote the use of data to inform and differentiated instruction.*			

Routine, scheduled time has been **embedded** into the turnaround principal's 2011-12 **Master Schedule** to provide **time** for teachers to collaborate, analyze student data and classroom practices to make informed decisions about instructional strategies.

Within a 7-period day, teachers instruct students for 6 periods and 1 period is provided for teacher preparation.

- **One day** of **each week** (of teacher prep time) will be **reserved** for **professional development**.

- Teachers will meet in **Grade Level Teams** (for **Grades 7-9** English/Language Arts, Mathematics, Science and Social Studies teachers) during Professional Learning Community (PLC) meetings.

- For **Grades 10-12**, these meetings are held for **Content/Subject Area teachers** (i.e., English/Language Arts teachers meet as a team, Mathematics teachers meet as a team, etc.).

- The *8-Step Process* **Learning Log** (data) meetings will be convened by the principal for **Grade-level teams** (7th, 8th and 9th E/LA, Math, Science & Social Studies teachers) and **Content/Subject Area teams** for teachers of Grades 10-12

(including special education co-teachers). "Learning Log" meetings will take place following monthly *Scrimmage*/Acuity *Benchmark* 3-week assessments.

At Northwest, the SIG grant provides for **two (2) full-time Instructional Coaches**. Having served as the district's **Supervisor of Instructional Coaches**, the new turnaround principal brings strong capacity for leading instructional reform at Northwest. The turnaround principal will personally select two key exceptional teachers (E/LA Coach and Math Coach) to work under her direct supervision to provide ongoing modeling, observation and support of classroom teachers' delivery of effective instruction.

Using information from the key data findings and ongoing student performance data (via monthly *Scrimmage/Benchmark* assessments), priority need areas will be identified. Supported and guided by the turnaround principal, **the Coaches will**:

- Provide teachers with professional development (during weekly, embedded PD days)
- Observe classroom instruction
- Provide critical feedback
- Model effective practices

Through the support of the turnaround principal, **the Coaches will**:

- Understand what an effective instructional coach does to impact and improve student achievement (Action Plans will be developed for the first three weeks of school, and beyond, as needed.)
- Know how to integrate technology into the content areas
- Observe classroom instruction to support the teachers' use of engaging learning strategies
- Support teachers' use of the *Instructional Calendar* and monthly formative assessment results to adjust strategies to meet students' needs

Other targeted professional development activities will support teachers' efficacy in their delivery of instruction.

- An experienced trainer of the **Reading Apprenticeship Model** (for using literacy comprehension skills across content areas), the turnaround principal will **train twelve 7th and 8th grade core content teachers** (English/Language Arts, Mathematics, Science and Social Studies) to use this research-based instructional strategy within their classrooms. **Across the 3-year grant cycle, additional cohorts** of teacher teams will receive the Reading Apprenticeship training.

  The district's **Literacy Director** and members of her staff can provide **additional support** for these trainings—having also participated in WestEd's training and worked with other schools that have implemented the model.

- The district's **Turnaround Office** will provide **targeted assistance**, based on identified needs, through office experts, including: Reading Interventionist; Special Education and ELL Specialists; and an Instructional Technology Specialist.

Four (4) CADRE Teachers will be selected by the turnaround principal for **full-time placement** at Northwest Community High School. This important SIG-funded component places certified, district reserve teachers—who are experienced and well-regarded professionals—onsite to "cover classrooms" and **allow teachers release time for job-embedded professional development** (generally in one-period increments). CADRE teachers understand building routines and procedures and can ensure that learning continues while teachers are away from their classroom students.

During monthly *Learning Log* discussions, *Scrimmage/Benchmark* data results will be reviewed and disaggregated. Teachers showing the highest performance rates will **share best practices** that proved effective in meeting students' needs. Classroom teachers will be able to call upon CADRE teachers as they **observe** these **highly-effective instructional practices** in **colleagues' classrooms**.

The turnaround principal will work closely with, and rely upon, her ***Instructional Leadership Team*** (ILT). Selected by the principal, these individuals represent key roles within the school and will assume leadership responsibilities during *Learning Log* meetings and job-embedded professional development meetings.

As members of the Instructional Leadership Team, they will participate in the **quarterly** *Process Checks* conducted by **Dr. Pat Davenport**. The 13-member ILT includes:

- Instructional Coach for English/Language Arts
- Instructional Coach for Mathematics
- Two (2) English/Language Arts Teachers (one for Grades 7-8; one for Grades 9-12)
- Two (2) Mathematics/Algebra Teachers (one for Grades 7-8; one for Grades 9-12)
- Two (2) Science/Biology Teachers (one for Grades 7-8; one for Grades 9-12)
- Two (2) Social Studies Teachers (one for Grades 7-8; one for Grades 9-12)
- Special Education Representative
- ELL Representative
- IB Magnet Coordinator

Each member will participate in **weekly after-school *Instructional Leadership Team (ILT)* meetings and professional development sessions** with the turnaround principal. These teacher leaders support the work of teacher teams during monthly *Learning Log* meetings and weekly collaborative planning meetings among teacher teams.

During the after-school meetings, they will receive **professional development** to learn about a variety of effective instructional strategies for use with their teacher teams. Examples include, but are not limited to:

- Co-teaching models: How to effectively implement them to improve student instruction

- Building collegial relationships with teachers for effective learning
- Accessing curriculum resources/tool box
- Developing and scoring school-wide writing prompts
- Building academic vocabulary
- Using data to drive instruction
- Student interventions that work

To further support the professional development of the *Instructional Leadership Team*, **five full-days** have been budgeted for **annual extended-time training**. Priority needs will be identified for the focus of these trainings.

Training support will be provided by district **Content Directors** and by experts within the **Turnaround Office** (Reading Interventionist; Special Education and ELL Specialists; and the Instructional Technology Specialist).

8. *Provide increased learning time for students and staff.*

Extended-Time Learning for Students

Research supports—and we know from experience—that students of poverty too often come to us unprepared to succeed in school without additional support. Our poor achievement results confirm that a genuine sense of urgency for improving our own instructional expectations and practices has been lacking. While the turnaround principal—and the staff selected by this principal—share that sense of urgency, they recognize that time within a traditional school day is insufficient to make the level of improvement required to dramatically accelerate student learning.

As a Turnaround Model, SIG monies can play an invaluable part in providing the additional time and resources needed to significantly increase student achievement. This proposal extends learning for students through two initiatives: (1) **after-school academic programs** for 2-hours on Monday through Thursday; and (2) an **additional 15 school days (Intersessions)** that will offer a 195-day school year for participating students.

Learning time for students will be increased by more than 300 hours:

15 Additional Intersession School Days x 6 hours per day = 90 hours

After-school Literacy Academy: 4 days x 2 hours (8 hours) x 33 weeks = 264 hours

After-school Academic Support: 4 days x 2 hours (8 hours) x 27 weeks = 216 hours

At a minimum, students would receive 306 additional hours; at a maximum 354 hours

---

Extended-time learning opportunities will be **offered to ALL students**. In many instances, **students will be required to attend** on the basis of their **assessment results** and **classroom performance**.

- Only **highly-effective, certified teachers** will be **selected by** the **turnaround principal** to provide extended-time instruction.
- **Merit, alone, will drive staff selection decisions**.
- Extended-time teacher candidates **may be selected from within the turnaround school, from schools across the district—or from outside the district**.

- Those chosen as extended-time instructors will be **paid at** their **hourly rates**.

After-School Initiatives

(1) After-school Literacy Academy 2 hours Monday-Thursday 33 Weeks

Based on mid-year Scholastic Reading Inventory (SRI) assessments given in December 2010, roughly 434 students (**43 percent** of Northwest's 7th through 10th graders) were reading two or more years below grade level. Failure to address this concern not only impacts achievement, it endangers students' ability to comprehend the complex text of high school and their ability to pass coursework, stay in school and to graduate.

Using data from the April 2011 SRI results, **students reading at two or more levels below** grade level **will be required to participate** in the new, after-school Literacy Academy. Here they will receive instruction based on their individual needs.

- The majority of students will work with highly-effective **Reading Teachers**. Rather than replicate curriculum provided during the regular school day, **themed Novel Units** (National Geographic curriculum) will be used to further develop students' **fluency, vocabulary and comprehension skills**.

  Reading Teachers will work with no more than **20 students, per after-school session**. Teachers will be provided **professional development** by the district's literacy director and staff for using the new Novel units. Three **(4) Reading Teachers** will serve up to 40 students each (1:20 ratio per session) for a total of 160 students.

- Students performing at the lowest proficiency levels and those who are not progressing through the Reading Teacher intervention will receive diagnostic testing to ascertain their specific learning needs. The SIG grant will fund a full-

time, after-school **Diagnostician** to conduct and oversee these analyses. Based on the results of the diagnostic assessments, the following interventions are anticipated:

(a) Use of **a multi-sensory phonetic approach** provided by **highly-effective Orton-Gillingham-trained Reading Teachers**. Instruction will be provided in 30-45 minutes sessions (depending on the degree of student need) in groups that do not exceed a **ratio of 1:4**. The *Wilson Reading Test*, a short diagnostic tool that Orton-Gillingham teachers are already skilled at using, will further identify students' specific areas of phonemic and auditory discrimination needs. Five (7) **Orton-Gillingham teachers** working with 8 students each (1:4 for two sessions) = 56 students served.

(b) **When specific student needs cannot be fully determined**, the Diagnostician will administer the 9th Edition of the *Analytical Reading Inventory* (ARI), developed by Dr. Mary Lynn Woods. This comprehensive ARI is given in a 1:1 setting and takes 30-45 minutes to assess all reading skills. The assessment results determine the intervention that will be provided through ARI curricular materials targeting fluency, phonics, word identification, vocabulary, and comprehension skills. Delivery of **instruction** will likely be in **small-group or 1:1** instruction, as deemed most appropriate by the Diagnostician and the Literacy Academy Coordinator.

The **diagnostician**, the **after-school coordinator** and **two reading teachers** will be **trained by External Consultant Mary Lynn Woods** (developer of the ARI comprehensive reading diagnostic instrument) to administer the ARI, interpret results, adapt instruction, and collect on-going data (running records) to maintain student accountability reports. She will provide **two full-days** of **training** for **instructors** and **two half-days** of training that includes **modeling practices** with students **during** the after-school **Literacy Academy sessions**.

Teachers will learn how to conduct "Student Reflective Analysis"—where students listen to ARI audio recordings of readers and learn to diagnosis reader's strengths/needs, then learn and recommend instructional strategies for support. (Dr. Woods has found that **when students are involved in analyzing other students' ARI reading passages** {both gifted and troubled readers}, **they gain new insight into their own issues**.)

(c) As needed, both the Diagnostician and the Coordinator are able to provide instruction to students.

In all instances, **individual goals** will be **established for students** participating in the Literacy Academy. Goal attainment **results** will be **tracked**, as will the **rates of students who make anticipated growth** (minimum of two years growth across a one-year period) to measure the success of the Literacy Academy intervention.

Individual teacher success will also be **monitored** (using December and April SRI results, disaggregated by teacher). Any teacher determined to be less than highly-effective in providing after-school instruction will be immediately replaced.

(2) After-school Academic Support 2 Hours Monday-Thursday 27 Weeks

Based on students' performance on formative assessments (monthly *Scrimmages* and quarterly Acuity *Benchmarks*) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content support for English/language arts, Mathematics, Algebra and Biology.

For students at Northwest Community High School, this support will be in addition to the targeted assistance that 7th and 8th grade students receive daily during the *8-Step Process* **"Success" period**. A key element of the *8-Step Process* is the continuous use of data to determine which students have mastered content covered over a 3-week period, and which students need additional support.

During monthly **"Learning Log" meetings**, teacher teams will review the results of formative assessments (*Scrimmages* & *Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute "Success" periods.

At Northwest, "Success" periods will be scheduled daily during 1st Period for 7th and 8th grade students (this is a 47 minute period, which exceeds the 30-minutes of "Success" intervention anticipated within the *8-Step Process*). Based on determinations made by the principal and teachers during the *Learning Log* meeting, all 7th & 8th grade students (school-wide) will be re-grouped during this period. Students requiring Remedial assistance will be assigned to content-area teachers and specialists (generally, not their regular English or Math instructor). Those who have mastered the tested standards will be assigned to Enrichment classes taught by non-content teachers. (Instructional ideas and materials, aligned to English/language arts or Mathematics curriculum will be provided to non-content teachers.)

For all students, the *Success* period will be viewed as a fun and engaging activity (often involving competitive games)—not a punitive or skill & drill event. The intent is to find another way to help students learn missed concepts or to enrich learning that has been demonstrated.

For students in Grades 9-12, regrouping students school-wide presents unique challenges, not present in the Master Schedule and course requirements of middle school students. We continue to struggle with how to fully-embed the *8-Step Process* 30-minute "Success" period into the regular school day for our high school students. That given, we propose the following:

- Students in **Grades 9-12** identified as needing remediation, based on monthly *Scrimmage* and *Benchmark* assessments, will be **required to attend** the **after-school Academic Support** program to obtain the additional support they need.

- Across the 3-year SIG grant cycle, we will **work with** our counterparts at **Warren Central High School** to **examine solutions** to this issue so that by the end of the SIG grant funding cycle Northwest can implement a workable strategy for embedding "Success" into the high school day. It is our understanding that Warren has also struggled with this component of the *8-Step Process* (at the high school level) but may be close to piloting a strategy for addressing this challenge. We are anxious to learn from them and to benefit from their experiences.

So, at a minimum, students in Grades 9-12 who need remediation (based on formative assessment results) will be required to attend the Academic Support, after-school program. Likewise, students in Grades 7 and 8 who continue to struggle (even with the support of daily, 30-minute "Success" periods), will be required to attend the after-school Academic Support program (based on teacher referrals). *It is important to note that <u>any student may attend</u> the after-school programs, but struggling students' attendance will be required.*

Beginning after the first *Scrimmage* results are available, the **after-school Academic Support** program will operate from **2:30-4:30 p.m.**, **Monday through Thursday** for **27 weeks**.

- SIG monies have been budgeted to support **18 teachers** for Academic Support: 5 E/LA; 5 Math/Algebra; 3 Biology; 2 Special Education; and 3 English Language Learner teachers

- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring

- Instructional sessions will generally last for one hour, depending on student need, allowing students to participate in both the Literacy Academy and the Academic Support opportunities (for English/language arts and/or Mathematics/Algebra and/or Biology—depending on individual student need)

For both of the after-school initiatives (Literacy Academy and Academic Support):

- **Snacks** will be provided and **attendance/effort incentives** for students will be given (SIG grant)
- Transportation home following the after-school program will be provided (through district funds)
- A SIG-funded, after-school **Data Clerk** will **track participation** records for reporting purposes. **Student** and **teacher** attendance will be logged, as will be the specific support received by each student, e.g., Literacy Academy and Academic Support for math.
- To ensure the safety of both students and of staff, SIG monies will support the **extended-time services** of an **IPS Police Officer** during the after-school programs.

Intersessions: 15 Additional Days Added to the School Year

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break that has been reduced to eight weeks. (*Note that Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, IPS will use this time to extend learning for students who need additional remediation. The primary funding source for this district-wide intervention during Intersessions will be

federal Title I funds. To understand how proposed **SIG-funded initiatives will supplement and enrich** that local effort, it is important to first demonstrate what will be provided for *all* district schools during these Intersession periods.

Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)
Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own district-funded Intersession *principal* and *all other 12-month contracted staff*. *Other district-funded* personnel will include:

- **English/language arts** and **Mathematics teachers** (the number of teachers provided will be based on the numbers of students eligible—using the district's student selection criteria (below) with a teacher-student ratio of 1:25)

  District Student Selection Criteria Grades 7-8

  - Students with a **failing grade in English or Math course** at 6-weeks into the grading period. Interim (4 ½ weeks) grades will be used to generate a list of students failing at that time. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.
  - Students enrolled in an **ESL class** (LAS **Levels 1 and 2**)
  - Students enrolled in a **tiered reading class** (Levels 3 and 4)
  - **Special Education** students who will be **taking ISTEP or IMAST** will be considered for remediation based on the above criteria.

- Students who are **new** (moved in during school year) may be selected by teachers for participation.

District Student Selection Criteria Grades 9-12

- Students with a **failing grade in English or Math course** at 6-weeks into the grading period. Interim (4 ½ weeks) grades will be used to generate a list of students failing at that point. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.
- Students enrolled in an **ESL class** (LAS **Levels 1 and 2**)
- **Special Education** students who will be **taking** an **End of Course Assessment** will be considered for remediation based on the above criteria.
- Students who are **new** (moved in during school year) may be selected by teachers for participation.

- 2 Reading Specialists
- 1 Special Education Teacher
- 1 Computer Specialist
- 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
- 1 Social Worker

Among the district's 12 secondary schools, district-funded services will be shared in the provision of:

- 2 Occupational Therapists
- 2 Physical Therapists
- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, **meals** (breakfast and lunch) and school **security** will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. **Training** for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

Every school—including turnaround schools—will receive all of the staffing and training support previously described. However, once the turnaround school is selected by the Indiana Department of Education for SIG funding, **greater authority** will be given to **turnaround principals** in the operation of their Intersession programs:

- Turnaround principals will **select their own Intersession staff**, not receive those assigned by the district. This includes the selection of highly-effective teachers from within the school, or across the district or outside of the district;
- Turnaround staff has the **option to design and provide curriculum specifically aligned** to their own students' needs if they opt not to use the Intersession curriculum provided by the district;
- Turnaround schools **may add content areas**—if desired—beyond the English/language arts and mathematics content areas required by the district; and
- In addition to remediation of academic content, turnaround schools may also **opt to also include** engaging **enrichment activities** for students.

At Northwest Community High School, proposed **SIG grant funding** would be **used during Intersessions** in the following ways:

- *In addition* to the number of E/LA and math teachers allocated through district funds, SIG grant funds would be used to **add 2 E/LA, 2 Math/Algebra, 3 Biology, 3 ELL,** and **2 Special Education teachers**. This will reduce teacher-student ratios and facilitate greater differentiated instruction to better meet individual learning needs.

- **Enrichment teachers** will be added to offer **highly-engaging and classes** intended **to motivate student attendance** during Intersessions. At Northwest, students will be able to select from an exciting variety of classes that will be selected from teacher RFP proposals. Here are examples of some of the ideas surfacing for Intersession enrichment classes:

    - Baby Think It Over (with the mechanical babies that the students take home)
    - The Movie is Good Enough to Read
    - Extreme Graphic Design
    - Home Depot
    - Drumline
    - Poetry Slam
    - Everything You Wanted to Know About Biology
    - Shadow Program for Future Doctors of America
    - College Readiness (University of Indianapolis)
    - IUPUI STEM tutors

    The number of enrichment classes needed are dependent upon the school's Intersession schedule, i.e., whether enrichment classes occur across the school day (10 full-time teachers would be needed) or only for the last part of the

day (30 part-time teachers needed). Northwest will opt to operate Enrichment classes across the school day and, therefore, request funding for **10 Enrichment teachers**.

Support also will be solicited from **parents** and **Community Partners** in the development and implementation of these Intersession opportunities.

- Depending on the numbers of teachers actually allocated through district funds, the turnaround school may be able to add elements to the district's student selection criteria and, thereby, increase the numbers of students required to attend Intersession. For example, the turnaround school may require any student who has not passed an ISTEP+ exam or End of Course assessment to attend.

As previously mentioned, a part-time **Data Clerk** will assist with tracking student and teacher participation in all extended-time learning opportunities for students, i.e., both during the After-School programs, as well as during Intersession.

Key data findings demonstrate the high levels of need within our turnaround school. Greater need dictates that greater time and heightened intensity of support are required to dramatically move student achievement. We are very excited by the possibilities enabled by the district's new balanced calendar and the additional instructional time available during Intersessions. While it is not a silver bullet for overall learning improvement, it is clearly an important piece of the puzzle.

9. *Provide social-emotional and community-oriented services/supports.*

SIG grant monies will be used to fund a **full-time Community Outreach Coordinator** who will be **selected and hired** by the turnaround principal **once** the **SIG grant application** is **approved**

- The **Community Outreach Coordinator** will play a lead role in working with identified (and participating) community business leaders and partners. Through initial meetings that already have been held, these business leaders

have verbalized their commitment to support efforts that will greatly enhance offerings of the Business Finance Magnet program.

Board members for the Business Finance Magnet Program include: **Greg Clark Insurance Agency; Teacher's Credit Union;** and **Net Literacy.**

Other committed business partners include: **Allison Transmission, PNC Bank, WBND Internet Radio**, and the **IU Kelly School of Business**

- The **Title I Parent Liaison** will also be an **aligned resource** for the SIG grant proposed initiatives. In addition to the direct support she provides via weekly home visits and parent trainings, the Liaison will coordinate **Monthly Family Night Dinners** where parents and their students will be invited to scheduled events to keep them informed of our reform efforts; solicit their input and support; celebrate student successes; and to enjoy dinner (chili/spaghetti) with faculty. We have budgeted **$3,000** of SIG grant funding to help support these events.

Existing partnerships that will be sustained and enhanced by the Community Outreach Coordinator **include**:

Pioneer Pops (the school's athletic team name is Pioneers) is a newly-organized program using volunteer males to patrol the school and befriend students. **Four Dads patrol the halls** and fill in with **office duties**. They come **every day**, for three or more hours per day.

Internship Partners: Allison Transition, PNC Bank, WBND Internet Radio, IU Kelly School of Business. The **SIG-funded Community Outreach Coordinator** will work cooperatively with Northwest's **Lead Counselor** to **set up internships** and collaborate with partners, students, counselors and parents, relative to the high school's Business Academic Magnet Program.

Net Literacy has provided **over 200 computers**, some helping to enable a computer lab in the Freshman Center.

Midtown will provide **free mental health services** (beginning in school year 2011-12) to students who are eligible for Medicaid.

The **Response to Intervention Team** usefully brings together all agencies involved with referred students – such as the **school police sergeant, social worker** and **counselor** to devise supportive strategies for the individual students.

The **Shalom Clinic**, located within the high school, provides valuable **pregnancy and parenting classes** for girls during their advisory period. **Free flu shots** are offered to all students. Full-time, licensed nurse practitioners staff the clinic in a partnership with Wishard Community Hospital (Learning Well Grant). They can prescribe medications, complete athletic physical and give shots.

Northwest maintains links with the **University of Kansas** to enhance the quality of students' reading, writing and fluency skills (Fusion Program). This initiative fuses reading & writing instruction – for students reading 4 and 5 years behind grade level (i.e., those with profound needs). Monthly professional development is provided.

Target provides grant funds to help individual students adhere to the **dress code**.

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

PHYLLIS BARNES

Next to teacher effectiveness, research shows that **effective school leaders** most **significantly influence student learning** and **other aspects** of **school performance**.

A long-time educator, Phyllis Barnes is a **proven leader**. Dr. White's appointment of **Phyllis Barnes** as the turnaround principal for Northwest Community High School effective in 2011-12 is one based on **past evidence of turnaround success** and his subsequent identification of her for **district-level leadership roles** where she could more **broadly influence school improvement**.

- Ms. Barnes currently serves as the Director of Instruction for seven IPS schools—including the highly-successful Center for Inquiry. As a district Director, her primary role is to mentor principals. Because of his confidence in her abilities, when a school is determined to be in "crisis mode," she has periodically been assigned to assume temporary leadership (e.g., when John Marshall's principal exited the district, Ms. Barnes was asked to step in to stabilize the situation).

- As the former principal of **Longfellow Middle School**, a school in high levels of improvement status under the No Child Left Behind Act, Ms. Barnes turned around its performance to **come out of school improvement** and attain **achievement results** among the **highest in the district**. ISTEP+ scores increased for both English/language arts and mathematics.

ISTEP+ Results		
School Year	% Passing Math	% Passing English
2004-2005	36.0%	33.5%
2005-2006	46.0%	46.0%
2006-2007	48.5%	47.1%

While there, she created an intervention plan to target skills necessary to enable students' mastery of taught standards.

She produced a series of videos that also included "students as teachers."

Ms. Barnes developed an instructional model for special education inclusion students that proved effective. The model included a content master teacher providing instruction for special needs students that was (at that time) considered innovative and engaging.

A community group was actively engaged while she was at the helm at Longfellow.

Student attendance was increased through an incentive program established by Ms. Barnes.

Ms. Barnes created and implemented a balanced calendar curriculum —one of only three schools in the district moving in this direction at that time. This centered on using data to plan remediation and enrichment efforts for students; it was supported by partnerships with volunteers.

When Longfellow Middle School was closed, Ms. Barnes was selected to **supervise**, **train** and **monitor secondary coaches** to help other poor-performing secondary schools **better use data** to **inform instruction**. She developed the IPS coaching model, conducted training for coaches (district-wide) and evaluated their performance.

Among the many topics for which she has **demonstrated expertise**, examples include:

- Implementing effective **co-teaching models** (with general education and special education teachers working collaboratively) to increase student achievement
- **Building collegial relationships** with teachers and principals for effective learning
- **Developing** and **scoring** school-wide **writing prompts**
- Building **academic vocabulary**

- **Interpreting formative assessment results, tracking student progress** and providing **appropriate support** with **interventions that work**
- Planning and coordinating school and district-based **professional development** opportunities
- Collaborating with teachers to **construct exemplary lessons** based on Indiana Academic Standards
- **Integrating technology** into the content areas to engage students and enhance learning
- Conducting effective **classroom walkthroughs** to ascertain levels of student engagement and rigor of instruction

With confidence in her ability to use her experience and expertise to impact performance in one of the district's highest-need schools, and with the approval of the IPS Board of Education, **Superintendent White publicly announced**, in **January 2011,** the appointment of **Phyllis Barnes** as the turnaround principal for Northwest Community High School.

By making this decision early, the newly-designated turnaround principal has been able (from January – May 2011) to **guide decision-making** that will **impact** the **principal's ability** to **implement needed reforms**. Some examples of leadership relevant to the SIG grant proposal include:

- Through the examination of mid-year Teacher Performance Evaluation data, personal school-based classroom observations of existing staff, participation in a rigorous teachers application and selection process, the **turnaround principal reconstituted staff**—selecting those most capable of turning around school performance for SY 2011-12.

- The turnaround principal has been able to review and use key **data findings** to ascertain **priority needs** of the turnaround school and identify interventions, aligned with those needs, for inclusion in the **SIG grant proposal** (e.g.,

the need for a process to consistently use data to inform instruction and interventions; the need to aggressively address adolescent literacy issues—both during the school day, and after school).

- The turnaround principal has been involved in **all decisions** regarding the development of the **SIG grant proposal initiatives**—aligned to priority key data finding needs of the turnaround school

- The turnaround principal has **determined** the turnaround school's **2011-12 Master Schedule** to ensure that **time** is **embedded** in the schedule to enable **routine professional development** among **like-teacher teams** and enable reform work envisioned within this grant proposal, e.g., *8-Step Process* elements: *Learning Log* meetings; and *Success Periods* for regrouping students (school-wide) to provide targeted remediation and enrichment.

- The turnaround principal has **selected** (or will select) ***all* SIG-funded personal**—as well as the school's ***Instructional Leadership Team*** members who will play key roles in leading and influencing change within the turnaround school.

Pre-Implementation

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

Action: ***8-Step Process* Training** for principal, administrators and Instructional Leadership Team members will be provided on August 2 (Tuesday), August 3 (Wednesday) and August 6 (Saturday) to support their immediate implementation of process elements at the start of school year 2010-11. With its new Balanced Calendar, IPS teachers report on Thursday, August 4 and students' first day is Monday, August 8.

Timeline: This initial training replaces three of the "Annual Summer Retreat" training days (originally scheduled for June 27 through July 1, 2011) described (and budgeted for) within the SIG grant proposal, through **Lead Partner Pat Davenport**.

Budget: **No costs are requested (via the Pre-Implementation Budget).** As a demonstration of its commitment to the importance of the *8-Step Process* training, district funds are being used to support the consultant fees, materials costs and payment of stipends for teachers' attendance. If SIG grant funding is awarded, the costs for this training will be reimbursed through the grant.

Check Your Work - ***Additional Requirements for All Models***

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

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

Instructions:

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

NORTHWEST			
SY 2009-10 (Baseline Data) Most Recent Data Available	**ANNUAL GOALS**		
	SY 2011-12	**SY 2012-13**	**SY 2013-14**
2009-10 Graduation Rate: **57.2%**	By spring 2012, **65 percent** of students will graduate from high school. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2013, **70 percent** of students will graduate from high school. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2014, **75 percent** of students will graduate from high school. (Aligns with IPS School Board's 5-year Action Plan goals)
ECA English 10: **19.6%** Pass	By spring 2012, the percentage of students passing the End-of-Course Assessment for English 10 will be **50% or higher**. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2013, the percentage of students passing the End-of-Course Assessment for English 10 will be **55% or higher**. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2014, the percentage of students passing the End-of-Course Assessment for English 10 will be **60% or higher**. (Aligns with IPS School Board's 5-year Action Plan goals)
ECA Algebra I: **32.2%** Pass	By spring 2012, the percentage of students passing the End-of-Course Assessment for Algebra I will be **50% or higher**. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2013, the percentage of students passing the End-of-Course Assessment for Algebra I will be **55% or higher**. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2014, the percentage of students passing the End-of-Course Assessment for Algebra I will be **60% or higher**. (Aligns with IPS School Board's 5-year Action Plan goals)

The percentage of 7th & 8th grade students passing ISTEP+ in the area of E/LA in 2009-10: **41.1%**	By spring 2012, **52 percent** of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2013, **60 percent** of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2014, **65 percent** of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Aligns with IPS School Board's 5-year Action Plan goals)
The percentage of 7th & 8th grade students passing ISTEP+ in the area of Math in 2009-10: **53.5%**	By spring 2012, **52 percent** of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2013, **60 percent** of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Aligns with IPS School Board's 5-year Action Plan goals)	By spring 2014, **65 percent** of students in Grades 7 & 8 will pass ISTEP+ in the area Math. (Aligns with IPS School Board's 5-year Action Plan goals)
Each specified SIG grant goal measurement is aligned with the IPS School Board's 5-year Action Plan. In every instance, with the exception of Northwest's 7th **& 8th grade ISTEP+ Math pass rate**, the established achievement goal represents significant gain expectations. While the 7th and 8th grade Math goals for Northwest align with the district goals, we will strive to build on the rate established in 2010 of 53.5 percent for growth that exceeds the district's established threshold.			
Calculations will be based on formulas used under PL 221 accountability system.			

Section II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
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.

Northwest's 3-Year SIG BUDGETS provided in attached document

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

Alignment of Other Funding Sources to Required TURNAROUND Elements

Required Element: Replace the principal and grant turnaround principal with operational flexibility (staffing, calendars/time, and budgeting) to implement fully a comprehensive approach that improves student achievement outcomes and increases high school graduation rates.	
Aligned Resources	**Funding Source/s**
Superintendent, Associate Superintendent, Turnaround Director	*General Funds*
Human Resources, Finance Director, School Board	*General Funds*

Required Element: Use locally-adopted competencies to measure the effectiveness of staff, screen existing staff and rehire no more than 50 percent, and select new staff	
Aligned Resources	**Funding Source/s**
Public Impact School Turnaround Teachers: *Competencies for Success*(for The Chicago Public Education Fund)	www.publicimpact.com
Mid-year Performance Evaluation results (Charlotte Danielson Model); Teacher Application Packets; Evidence of Success	
Turnaround Director, Turnaround Principal, District Leadership, Interview Teams, Human Resources	*General Funds*
Required Element: Implement strategies such as financial incentive, increased opportunities for promotion, career growth and flexible work conditions that are designed to recruit, place and retain staff	
Aligned Resources	**Funding Source/s**
Leadership Identification & Development (LID) -- A two-year professional growth model for individuals interested in turnaround leadership (Prospective candidates must apply, submit recommendations, participate in a panel interview for selection)	*General Funds*
Teacher of the Year and ABC (Above & Beyond the Call of Duty) Awards are presented annually. Outstanding individuals are nominated and those selected are presented their awards by the Superintendent. Winners are publicized within their school and on the IPS web site.	*General Funds*
Identified teachers & leaders are supported in their attendance at National Conferences; Several staff have been identified as presenters for State and national conferences	*Title II A*
Teachers apply for and are awarded implementation grants for their classrooms	*Various funding sources*
Teachers are encouraged to submit proposals for innovative Enrichment activities. The best ideas are selected by turnaround principal for use during Intersessions.	*No funding source*
Required Element: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff	
Aligned Resources	**Funding Source/s**

District Turnaround Office Staff: Reading Interventionist; Special Education & ELL Specialists; Technology Instructional Specialist	*Title I*
Linda Jesse, Reading Apprenticeship Specialist; Plato Specialist; Achieve3000 Specialist; SpringBoard Specialist within the district Literacy Office	*Title I*
School coaches & co-teachers	*Title III and IDEA*
District Content Directors	*General Funds*
District-training Reading Apprenticeship instructors (for using literacy strategies across the curriculum)	*Title II A*
Marilee Updike and staff to support students who are non-English speakers or have very low English fluency levels	*Title III*

Required Element: 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 leaders, or enter into a contract to obtain added flexibility in exchange fro greater accountability

Aligned Resources	**Funding Source/s**
Created district Turnaround Office: Selected Turnaround Director	*General Funds*
Turnaround Office Specialists: Reading Interventionist; ELL, Special Education & Instructional Technology Specialists	*Title I*
Associate Superintendent: Direct report for SIG turnaround principals	*General Funds*
Human Resources and Director of Finance	*General Funds*
Bridgette Robinson, Accounting Coordinator	*Title I*

Required Element: 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

Aligned Resources	**Funding Source/s**
Development of district *Instructional Calendar* and aligned materials and strategies to support instructional practices provided by district Content Directors	*General Funds (Directors) & Facilitators (Title I)*
Instructional support for students who struggle and coaching support (co-teaching) for teachers	*Titles I & III and IDEA*

Turnaround Office Reading Interventionist and Special Education & ELL Specialist support the appropriate scheduling, testing and intervention strategies (e.g., co-teaching) used to meet the needs of special needs students	*Title I*
District Literacy Director and division staff have been trained by WestEd and can provide additional support for implementing Reading Apprenticeship initiatives	*General Funds (Director) and Title I (facilitators) & Title II (trainings)*
WestEd (the developer of the Reading Apprenticeship Model) is a recipient of the highly-competitive, federal i3 Grant Award. IPS is one of several national "partnership districts" in WestEd's 5-year implementation of their i3 training initiatives. A small cohort of IPS schools was selected for participation in Phase One. It is our hope that as the SIG grant support ends (after 3 years), our turnaround school will become part of a cohort group, as WestEd phases in its support over the next five years.	*Federal i3 Grant Award (awarded to WestEd)*

Required Element: Promote the use of student data to inform and differentiate instruction

Aligned Resources	**Funding Source/s**
STEM College Tutors (students referred by teachers for additional support, particularly for Math, Science & Technology)	*IUPUI*
Kathy Ducote is district data expert for Turnaround Schools (district *Scrimmage/Benchmark* data comparisons to district results)	*Title I*
Cynthia Roach, district Director of Assessment	*General Funds*
Greg McDermott (school Scrimmage/Benchmark data comparisons to district results)	*General Funds*
District E/LA, Math & Science Content Directors (formative assessment issues, e.g., alignment, rigor & maintenance)	*General Funds (Directors) & Facilitators (Title I)*

Required Element: Establish schedules and implement strategies that provide increased learning time

Aligned Resources	**Funding Source/s**
15 days of Intersession remediation for students (E/LA and Math)	*Title I*
After-school volunteer tutors	*Volunteer*
Summer School	*State Funds*

Required Element: Provide appropriate social-emotional and community-oriented services and supports for students	
Aligned Resources	**Funding Source/s**
Parent Liaison	*Title I*
School counselors	*General Funds*
Community partnerships, established by building staff & through district collaborative initiatives	*University, Private, Corporate, Volunteer*
School social worker	*General Funds*
Behavioral management	*IDEA*

APPENDICES

The following documents are attached (separately) in support of proposal expectations.

Northwest's 3-Year SIG Budgets

Letters of Support (evidence for *Section C, Questions 10, 11 and 12*)

- IPS School Board
- IPS Superintendent, Dr. Eugene White
- IPS Union

Resumes of District Leadership (Turnaround Director) **and Specialists** (Turnaround Office Staff)

- Yvonne Rambo, IPS Turnaround Director
- Patricia Elff, Special Education Specialist
- Christine Strattman, Instructional Technology Specialist
- Catherine Fuller, English-Language Learner Specialist
- Kathy Ducote, Data Specialist
- Reading Interventionist (to be determined)

Resume of Turnaround Principal (Effective Beginning in School Year 2011-12)

- Phyllis Barnes

Resumes of External Partners

- Patricia Davenport (8-Step Process Training & Quarterly Process Checks)
- Linda Miller (Monthly Learning Logs Meetings/Success Implementation; Performance Evaluation Rubrics)

Resumes of External Experts

- Mary Lynn Woods (ARI Diagnostic Training for after-school Literacy Academy)
- Greg Abati (Behavioral Management Specialist)

BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS

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

Elizabeth M. Gore
President

Marianna R. Zaphiriou
Vice President

Mary E. Busch, Dr.
Secretary

Samantha Adair-White

Diane Arnold

Michael D. Brown, Th.D.

Andrea J. Roof

Eugene G. White, Ed.D.
Superintendent

Charlene L. Parks
Administrative Assistant
And Executive Secretary
to the Board

June 30, 2011

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

Dear Dr. Bennett:

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

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

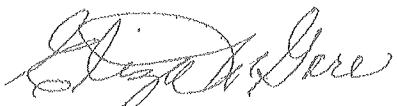
In the Grant funded Turnaround Model schools, the Board understands that:

- The newly created district Turnaround Office will support the efforts of turnaround schools to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal will be replaced (if they have served more than two years in the existing school) and at least 51 percent of staff will be replaced in the SIG turnaround school (effective for the 2011-12 school year).
- Operational flexibility will be provided to the turnaround principals for hiring, retaining, transferring and replacing staff. Turnaround principals will have the authority to remove ineffective teachers, across the school year, and the district's Turnaround Director and Associate Superintendent will enable responsive action, as needed.

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

Sincerely,

The Board of School Commissioners
Of the City of Indianapolis



Elizabeth M. Gore
Board President

Budget: Northwest Community High School

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

X☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Indianapolis Public Schools Corp #: 5385

School Name: Northwest Community High School | School #: 5483

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	1,152,425		123,255					35,000			$1,310,680.00
21000	Support Services- Student											$0.00
22100	Improvement of Instruction (Professional development)	79,200		9,504		119,500			7,150			$215,354.00
22900	Other Support Services: Admin for School-Level Activities	25,000	71,000		21,340							$117,340.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation											$0.00
33000	Community Service Operations		55,000		15,950				3,000			$73,950.00
60100	Transfers (Interfund)											
	Column Totals	1,256,625	126,000	132,759	37,290	119,500	0.00	0.00	45,150	0.00	0.00	
									TOTAL COST			**$1,717,324.00**

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	$1,717,324.00
Total Available for Indirect Costs	
Amount of Indirect Cost to be used	$38,983.00
Grand Total After Indirect Cost	**$1,756,307.00**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
*Themed Novel Units for After School Literacy Academy …$10,000 *Workshop Supplies & Expenses (including Light Snacks) for Training … $7150 *Parent Workshop Supplies & Expenses … $3,000 *Student Incentives … $25,000		*Pat Davenport, 8-Step Process Consultant (4 day summer training + 4 days annually process checks) …$50,000 *Linda Miller, Consultant (29 days) ....$43,500 *Mary Lynn Woods ARI Training…$3,500 *Greg Abati, Behavioral Management Specialist … $22,500		*After-School Coordinator … $14,520 *After-School Literacy Academy Teachers (12 teachers)… $174,240 *Data Clerk (.5 FTE)…$10,000 *Police Security for After School (.5 FTE) …$15,000 *After-School Academic Support Session Teachers (18 teachers)…$213,840 *Balanced Calendar Intersession (15 days X 12 teachers) … $59,400 *Enrichment Teachers during Intersession (20- - ½ days) … $56,925 *Four (4) CADRE Teachers (4.0 FTE) … $220,000 *Summer 8-Step Process Professional Development (5 Days-Teacher Stipends) … $21,450 *Comprehensive Leadership Team Institute (5 Days-Teacher Stipend) … $21,450 *Curriculum Development for Student (Success Period & Count Down Calendar) … $16,500 *Teacher Training of Reading Strategies X 5 days) …$19,800 *Coach in Training-ELA (1.0 FTE) … $68,000 *Coach-in-Training-Math (1.0 FTE) … $68,000 *Project Manager (1.0 FTE) …$46,000 *Graduation Coach (1.0 FTE) … $60,000 *Community Outreach Coordinator (1.0 FTE) … $55,000 *Supplemental Adm. …$25,000 *Instructional Leadership Team Incentives … $78,000 *Performance Evaluation Incentive Awards … $139,500

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

N/A

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

X ☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Indianapolis Public Schools Corp #: 5385

School Name:
Northwest Community High School **School #: 5483**

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	1,152,425		123,255					35,000			$1,310,680.00
21000	Support Services- Student											$0.00
22100	Improvement of Instruction (Professional development)	79,200		9,504		119,500			7,150			$215,354.00
22900	Other Support Services: Admin for School-Level Activities	25,000	71,000		21,340							$117,340.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation											$0.00
33000	Community Service Operations		55,000		15,950				3,000			$73,950.00
60100	Transfers (Interfund)											
	Column Totals	1,256,625	126,000	132,759	37,290	119,500	0.00	0.00	45,150	0.00	0.00	[illegible]
									TOTAL COST			**$1,717,324.00**

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	$1,717,324.00
Total Available for Indirect Costs	
Amount of Indirect Cost to be used	$38,983.00
Grand Total After Indirect Cost	**$1,756,307.00**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
*Themed Novel Units for After School Literacy Academy …$10,000 *Workshop Supplies & Expenses (including Light Snacks) for Training … $7150 *Parent Workshop Supplies & Expenses … $3,000 *Student Incentives … $25,000		*Pat Davenport, 8-Step Process Consultant (4 day summer training + 4 days annually process checks) …$50,000 *Linda Miller, Consultant (29 days) ….$43,500 *Mary Lynn Woods ARI Training…$3,500 *Greg Abati, Behavioral Management Specialist … $22,500		*After-School Coordinator … $14,520 *After-School Literacy Academy Teachers (12 teachers)… $174,240 *Data Clerk (.5 FTE)…$10,000 *Police Security for After School (.5 FTE) …$15,000 *After-School Academic Support Session Teachers (18 teachers)…$213,840 *Balanced Calendar Intersession (15 days X 12 teachers) … $59,400 *Enrichment Teachers during Intersession (20-- ½ days) … $56,925 *Four (4) CADRE Teachers (4.0 FTE) … $220,000 *Summer 8-Step Process Professional Development (5 Days-Teacher Stipends) … $21,450 *Comprehensive Leadership Team Institute (5 Days-Teacher Stipend) … $21,450 *Curriculum Development for Student (Success Period & Count Down Calendar) … $16,500 *Teacher Training of Reading Strategies X 5 days) …$19,800 *Coach in Training-ELA (1.0 FTE) … $68,000 *Coach-in-Training-Math (1.0 FTE) … $68,000 *Project Manager (1.0 FTE) …$46,000 *Graduation Coach (1.0 FTE) … $60,000 *Community Outreach Coordinator (1.0 FTE) … $55,000 *Supplemental Adm. …$25,000 *Instructional Leadership Team Incentives … $78,000 *Performance Evaluation Incentive Awards … $139,500

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

X☐ Original

☐ Amendment # ____

Allocation Amount

Corporation Name:
Indianapolis Public Schools Corp #: 5385

School Name:
Northwest Community High School **School #: 5483**

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	1,152,425		123,255					35,000			$1,310,680.00
21000	Support Services- Student											$0.00
22100	Improvement of Instruction (Professional development)	79,200		9,504		119,500			7,150			$215,354.00
22900	Other Support Services: Admin for School-Level Activities	25,000	71,000		21,340							$117,340.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation											$0.00
33000	Community Service Operations		55,000		15,950				3,000			$73,950.00
60100	Transfers (Interfund)											
	Column Totals	1,256,625	126,000	132,759	37,290	119,500	0.00	0.00	45,150	0.00	0.00	[illegible]
									TOTAL COST			**$1,717,324.00**

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)		$1,717,324.00
Total Available for Indirect Costs		
Amount of Indirect Cost to be used		$38,983.00
Grand Total After Indirect Cost		**$1,756,307.00**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
*Themed Novel Units for After School Literacy Academy …$10,000 *Workshop Supplies & Expenses (including Light Snacks) for Training … $7150 *Parent Workshop Supplies & Expenses … $3,000 *Student Incentives … $25,000		*Pat Davenport, 8-Step Process Consultant (4 day summer training + 4 days annually process checks) …$50,000 *Linda Miller, Consultant (29 days) ….$43,500 *Mary Lynn Woods ARI Training…$3,500 *Greg Abati, Behavioral Management Specialist … $22,500		*After-School Coordinator … $14,520 *After-School Literacy Academy Teachers (12 teachers)… $174,240 *Data Clerk (.5 FTE)…$10,000 *Police Security for After School (.5 FTE) …$15,000 *After-School Academic Support Session Teachers (18 teachers)…$213,840 *Balanced Calendar Intersession (15 days X 12 teachers) … $59,400 *Enrichment Teachers during Intersession (20--½ days) … $56,925 *Four (4) CADRE Teachers (4.0 FTE) … $220,000 *Summer 8-Step Process Professional Development (5 Days-Teacher Stipends) … $21,450 *Comprehensive Leadership Team Institute (5 Days-Teacher Stipend) … $21,450 *Curriculum Development for Student (Success Period & Count Down Calendar) … $16,500 *Teacher Training of Reading Strategies X 5 days) …$19,800 *Coach in Training-ELA (1.0 FTE) … $68,000 *Coach-in-Training-Math (1.0 FTE) … $68,000 *Project Manager (1.0 FTE) …$46,000 *Graduation Coach (1.0 FTE) … $60,000 *Community Outreach Coordinator (1.0 FTE) … $55,000 *Supplemental Adm. …$25,000 *Instructional Leadership Team Incentives … $78,000 *Performance Evaluation Incentive Awards … $139,500

INDIANAPOLIS EDUCATION ASSOCIATION

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

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

July 28, 2011

To whom it may concern:

The Indianapolis Education Association (IEA) in collaboration with the Indianapolis Public Schools (IPS) will work in developing the School Improvement Grant (1103g). We are committed to eliminating barriers for the implementation of the model, with the understanding that nothing in this grant will violate or affect our Master Agreement with IPS and/or state/federal statutes. We further understand that the IEA will be notified for discussion and collaboration on any changes that affect teacher evaluations, financial incentives for all content areas, hiring and dismissal procedures and the length of the school day.

Respectfully submitted,

Ann Wilkins

Ann Wilkins, President IEA

YVONNE RAMBO

10171 Touchstone Drive
Fishers, IN 46038
ramboy@ips.k12.in.us
Home: 317-570-8509 Work: 317-226-4108 Cell: 317-459-8473

EDUCATION ADMINISTRATOR

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

Strong educational leadership and administrative skills. Proven ability to meet AYP. Experienced in curricula development, instructional supervision and staff development. Skills include:

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

PROFESSIONAL EXPERIENCE

Principal 2002 to present
Farrington Middle School and Gambold Middle School
Indianapolis Public Schools, Indianapolis IN

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

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

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

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

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

YVONNE RAMBO

Math Teacher 1990 - 1998
Broad Ripple HS, Edison Middle School, New Beginnings Alternative School
Indianapolis Public Schools, Indianapolis IN

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

- Developed, implemented and taught math in the district's first Alternative Education Programs
- Designed and implemented the first standards based math curriculum in the schools

Math Teacher 1985 - 1990
East Jr. High, District 11
Colorado Springs, CO

Taught 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
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

Indianapolis Public Schools

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

Eugene G. White, Ed.D.
Superintendent

June 30, 2011

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

Dear Dr. Bennett:

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

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

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

- The newly created district Turnaround Office will support the efforts of turnaround schools to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal will be replaced (if they have served more than two years in the existing school) and at least 51 percent of staff will be replaced in the SIG turnaround school (effective for the 2011-12 school year).
- Operational flexibility will be provided to the turnaround principals for hiring, retaining, transferring and replacing staff. Turnaround principals will have the authority to remove ineffective teachers, across the school year, and the district's Turnaround Director and Associate Superintendent will enable responsive action, as needed.

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

Sincerely,

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

Indianapolis Public Schools

Excellence. Scholarship. Respect. Courage.

CHRISTINE G. STRATTMAN

TEACHING, PROGRAMS AND GRADE LEVEL EXPERIENCE

- 2010 - present - Instructional Technology Grant Facilitator/Professional Development Trainer. IPS High Schools
- 2002 through 2010 - Rousseau McClellan School 91. MONTESSORI PROGRAM, Grades 4/5/6 multi-age, INCLUSION TEACHER FOR STUDENTS WITH AUTISM, Grades 5/6
- 1998 through 2002- Booth Tarkington School 92. CENTER FOR INQUIRY, Grades 2/3 multi-age, TITLE ONE, Grades 1/2/3
- 1996 through 1998 - Mary E. Nicholson School 70. Grade 4
- 1984 through 1996 - William A. Bell School 60. ACADEMICALLY TALENTED PROGRAM, Grades 1-5

CONFERENCE PRESENTER

- Blackboard World - July, 2011. Empowering an Urban School District with One to One Technology
- EETT Grant Presentations at Victory Field - May, 2011
- IDOE Technology in Science - December, 2010. Webinar Co-Host
- Educator's Network of America Conference - October, 2010. Textbooks to Netbooks
- National Middle School Conference - November, 2009. 21st Century Classroom
- Hoosier Association of Science Teachers, Inc. (HASTI) - February, 2009. Inquiry Approach to Teaching Science
- Indiana Department of Education - January, 2008. Managing One to One Laptops

PROFESSIONAL DEVELOPMENT TRAINER

- EETT Grant - 2010/2011. Integrating Problem-Based Learning and Technology in ICP
- CCC Video on Demand, NetTrekker and AirSlates- 2010/2011. Trained teachers, administrators, curriculum directors, media specialists, computer specialists
- IDOE Indiana Science Initiative - June and July, 2010

6439 Johnson Rd.. Indianapolis, IN 46220 317.340.4494 strattmc@ips.k12.in.us

- Science Lead Teachers - Spring, 2010. Using Concept Maps, Word Walls, and I Wonders in Science Instruction
- Good Science, Good Reading - Summer training 2009, 2010, 2011
- Rousseau McClellan School 91 Montessori Parent Teacher Association - February, 2009. Websites for Parents to Help with Homework

GRANT WRITING

- Innovative Technology Grant - 2011
- E-Rate Grant Committee - 2011
- EETT Grant writer and grant facilitator. Integrating Problem-Based Learning and Technology in ICP - 2010 - present
- Indianapolis Marion County Public Library Science Odyssey Grant Steering Committee - 2010 - present
- EETT Grant participant. Problem-Based Learning in Sixth Grade Science - 2002 through 2008
- Math/Science/Technology Academy grant recipient and participant - 1990 through 1993
- EPCO Grant recipient - 1986

CURRICULUM WRITING

- Indianapolis Public Schools Social Studies Department - 1985 through 1989
- Purdue University Veterinarian Department - 2009 - present
- Indianapolis Public Schools High School Design Team - 2010 - present

6439 Johnson Rd., Indianapolis, IN 46220 317.340.4494 strattmc@ips.k12.in.us

MULTIPLE INTELLIGENCE INVENTORY

Where does your true intelligence lie?

This quiz will help you identify your areas of strongest intelligence. Read each statement. If it expresses some characteristic that you possess and, for the most part, sounds true ***for you***, write a "T" next to the statement. If it doesn't, write an "F" next to the statement.

1. I'd rather draw a map than give someone verbal directions. _____
2. If I am angry or happy, I usually know exactly why. _____
3. I enjoy playing (or used to enjoy) a musical instrument well. _____
4. I can associate music with my moods. _____
5. I can add or multiply quickly in my head. _____
6. I can help a friend sort out feelings since I successfully dealt with similar feelings myself. _____
7. I like to work with calculators and computers. _____
8. I pick up new dance steps fast. _____
9. It's easy for me to say what I think in an argument or debate. _____
10. I enjoy a good lecture, speech, or sermon. _____
11. I always know north from south, no matter where I am. _____
12. I like to gather together in groups of people for parties or special events. _____
13. Life seems empty without music. _____
14. I always understand the drawings that come with new gadgets/appliances. _____
15. I like to work puzzles and play games. _____
16. Learning to ride a bike, skateboard, or skates/roller-blades was easy. _____
17. I am amazed when I hear an argument or statement that sounds illogical. _____
18. I can convince other people to follow my plans. _____
19. My sense of balance & coordination is good. _____
20. I often see patterns and/or relationships between numbers faster and easier than others. _____
21. I enjoy building models or sculpting. _____
22. I'm good at finding the fine points of word meanings. _____
23. I can look at an object one way & see it turned sideways or backwards just as easily. _____
24. I often connect a piece of music with some event in my life. _____
25. I like to work with numbers and figures. _____
26. I like to sit quietly and reflect on my inner feelings. _____
27. Just looking at shapes of buildings and structures is pleasurable to me. _____
28. I like to hum, whistle, and sing in the shower or when I'm alone. _____
29. I'm good at athletics. _____
30. I enjoy writing detailed letters to friends. _____
31. I'm usually aware of the expression on my face. _____
32. I'm sensitive to the expressions on other people's faces. _____
33. I stay "in touch" with my moods. I have no trouble identifying them. _____
34. I am sensitive to the moods of others. _____
35. I have a good sense of what others think of me. _____

SCORING THE RESULTS

DIRECTIONS

Under each of the 7 multiple intelligence headings is a list of numbers. *The numbers **aren't in chronological order**.* Look at your answers that correspond only with those numbers, and only count your answer if you marked "T". How many times did you mark "T" in each category? Write that number in the blank next to the intelligence.

VERBAL/LINGUISTIC _____

(QUESTIONS 9, 10, 17, 22, 30)

MATHEMATICAL/LOGICAL _____

(QUESTIONS 5, 7, 15, 20, 25)

VISUAL/SPATIAL _____

(QUESTIONS 1, 11, 14, 23, 27)

BODILY/KINESTHETIC _____

(QUESTIONS 8, 16, 19, 21, 29)

MUSICAL/RHYTHMIC _____

(QUESTIONS 3, 4, 13, 24, 28)

INTRAPERSONAL _____

(QUESTIONS 2, 6, 26, 31, 33)

INTERPERSONAL _____

(QUESTIONS 12, 18, 32, 34, 35)

ANALYSIS

Looking at the numbers you placed beside each of the 7 multiple intelligences will help you understand how that category relates to how you learn. Here are the meanings:

5 = very high	(This is probably your primary learning style.)
4 = high	(You learn well in this manner also.)
3 = average	(You are strong in this category.)
2 = somewhat below average	(This is not your major strength.)
1 = below average	(You probably don't like learning in this style.)

My Primary Learning style is: _____

My Secondary Learning style is: _____

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/8 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 Midde School Yearly Planning Retreats (97-01, 06-08)
21. Howe Community High School Yearly Planning Retreats (08-11)
22. Co-Teaching (93- numerous others
23. Conflict Resolution (supported by Pacers) (95)
24. Computer Technology (98/99))
25. NUA (98, 99, 00)
26. Summer Intensive (99)
27. IPS Leadership Academy (00, 01, 02)
28. Vanguard II (03)
29. Larry Bell "Closing the Achievement Gap" Kentucky (3/03)
30. READ 180 (04, 05, 06)
31. ETS /FOS (06)
32. TESA Trainer/ Coordinator (06)
33. Instructional Coaching (08)
34. 6+1 Traits (08)
35. Differentiated Instruction (08)
36. Acuity (08)
37. Springboard (08-11)
38. ISTART7 (08)
39. 6 Step Discipline (08)
40. Curriculum Mapping (08-11)
41. New Evaluation Format/Timeline (08)
42. School Improvement Teaming (09)
43. eSchool (09)
44. Electronic Lesson Plans (09)
45. RTI (09)
46. Test Coordinator for ISTEP+ (10, 11)
47. Online Sessions I,II,III (10)
48. SMART Goals (10)
49. Podcasting (10)
50. Literacy Across the Curriculum (10)
51. Differentiated Instruction (SDE) Conference ~ summer (10)
52. iPod Usage in the classroom (11)

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

V. Committees Served

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

VI. Clubs Sponsored

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

VII. Other

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

(99-00) Gambold Middle School

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

VIII. Grant Writing

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

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 | Sunsations Sunglass Company | Indianapolis, IN

Administrative Assistant

Assisted executive in the daily procedures of second-largest retail sunglass distributor in the United States.

Organized activities for 300+ retail stores.

Interacted with both consumers and organizational staff.

Education

1989-1991 | Manchester College | North Manchester, IN

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

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.

Catherine D. Fuller

4511 Stone Mill Dr., Indianapolis, IN 46237
Phone: 317-523-4713 Email: cdfuller4511@gmail.com

Experience

2009 to Present **IUPUI** **Indianapolis, IN**
Adjunct Professor

- Instruct and assess graduate students in three 12 week courses that are required for licensing in ENL. Courses are *Foundations of Bilingual Education, Second Language Acquisition,* and *Assessment Literacy for Cultural and Linguistic Diversity.*

2004-Present **Indianapolis Public Schools** **Indianapolis, IN**
English as a New Language Teacher

- Teach seven classes per day of English as a New Language to 6th, 7th, and 8th grader students, focusing on reading, writing, listening, and speaking skills.
- Design a course titled "Vocabulary Immersion" for level 3 & 4 ESL students, focusing on science and social studies content and reading.
- Prepare students for and administered ISTEP+, LAS-Links and other standardized tests.
- Coordinated the implementation of an inclusion ESL program that used co-teaching between core-class and ESL teachers to transition high intermediate and advanced level ESL students out of the ESL program and focus more intensely on teaching English through the content area.
- Created an intensive English class for students who are newly arrived to the US as well as struggling beginner level students.
- Supervised two student teachers.

Middle School ESL Instructional Coach

- Disseminate best practices for teaching English Language Learners (ELLs) in the mainstream classroom through demonstration lessons, structured teacher planning time, and monthly newsletters.
- Supported teachers at 4 middle schools in improving their instructional methods for ELLs through observation and debriefing daily lessons.
- Conducted professional development workshops with school staff on research-based topics to enhance instruction for ELLs and utilize resources in the district.
- Consulted with other instructional coaches to provide research-based information on teaching content and language to ELLs in all subject areas.
- Translated for students and parents who speak only Spanish.

2000-2004 **City School District of New Rochelle** **New Rochelle, NY**
7th Grade Science Teacher

- Taught five classes per day of Integrated Science to native English speakers and English Language Learners (ELLs).
- Tutored in after school program for science and math enrichment for native English speaking and ELL students in 7th and 8th grade.
- Mentored the Science Olympiad Team to prepare for competition.
- Coordinated an 8-student team for the Annual Westchester County Student Land-Use Symposium.
- Choreographed and stage managed the annual spring musical.

1998-2000 **World Wildlife Fund** **Washington, DC**
Program Assistant, Education

- Assisted in the production of publications and reports to funders through reviewing content, pilot testing materials in local schools, editing and formatting documents, obtaining price quotes from designers and printers, and maintaining detailed records of all projects and activities.
- Provided program support to 6 staff members; created, tracked, and amended over 75 consulting and grant agreements per year; filled information requests from teachers and the general public; created and implemented organizational strategies; and performed other administrative duties.

1995-1997 **Peace Corps** **Chile, South America**
Environmental Educator

- Facilitated and designed workshops informal and non-formal environmental education; created and implemented activities on environmental interpretation and the Chilean environmental law.
- Coordinated 11 Peace Corps volunteers and 13 Chilean professional teachers in the writing, editing, and implementing of a national environmental education curriculum guide for grades 1-8.
- Authored the background information and developed 15 activities for this guide's chapter on atmospheric contamination and edited the first and second editions of this curriculum guide, published by Casa de la Paz, Santiago, Chile.

Education 2003 **College of New Rochelle** **New Rochelle, NY**

- M.S. in Multicultural/Multilingual Education

1995 **New York University** **New York, NY**

- B.S. in Science Education for Secondary School, concentration in Chemistry

2007-Present **Professional Development**

- Five Standards Seminar, IPS/IUPUI, Summer 2009
- Curriculum Mapping Training, IPS, 3 sessions, 2008-2009 school year
- VoyagerU *Reading for Understanding*, IPS/IUPUI, 2007-2008
- Instructional Coaching Training, IPS, 2007
- TESA training, IPS, 2006-2007

Presentations:

- "Literacy, Language and Learning in the Mainstream Classroom—An Inclusion Model," Co-Presenter, INTESOL Conference 2007
- "ESL Students in the Mainstream Classroom," multiple presentations in IPS during the 2007-2008 school year
- "Ramping Up the Rigor" parts I & II, Co-Presenter, ESL teachers 2009
- "Teaching English Language Learners in the Mainstream Classroom," Indianapolis Teaching Fellows workshop, summer 2009 & 2010

Teaching Licenses

- IN State Certification in ESL, K-12
- NY State Permanent Certification in ESL, K-12
- NY State Permanent Certification in General Science and Chemistry, 7^{th}-12^{th} grade

Skills/Memberships

- Bilingual in English and Spanish
- Member of the Indiana Association of Teachers of English to Speakers of Other Languages (INTESOL)

Resume of
Phyllis Barnes

6339 Sagewood Court
Indianapolis, Indianapolis

Education: BS English Education
Indiana University
Bloomington, Indiana
May, 1974

Master of Education, Administration and Supervision-
English/ Reading Endorsement
Indiana University
May, 1978

Certification Secondary School Administration and Supervision
Butler University
Indianapolis, Indiana
June, 1986

Certification Secondary School Administration and Supervision
Ball State University,
Muncie, Indiana
May, 1995

Administrative Experience

Director of Elementary Education/ Secondary Coaches, Indianapolis Public Schools Indianapolis, Indiana: Performed all duties and responsibilities assigned by Assistant Superintendent of Elementary Education and Associate Superintendent
July, 2009-July, 2011

Director on Special Assignment at Marshall Community High School< Indianapolis Public School, Indianapolis, Indiana: Supervised principal, vice principals, and staff in order to improve school climate and student academic achievement
July, 2008- November, 2008

Director of Elementary Education, Indianapolis Public Schools, Indianapolis, Indiana: Performed all duties and responsibilities assigned by Assistant Superintendent of Elementary Education
November, 2008-February, 2009

Principal- Longfellow Middle School, Indianapolis Public School, Indianapolis, Indiana
August 2004-2008: Performed all duties and responsibilities identified for a middle school principal

Assistant Principal- Longfellow Middle School, Indianapolis Public Schools, Indianapolis, August, 1999-2004: Performed all duties and responsibilities identified for middle school assistant principal including scheduling.

Assistant Principal- Coleman Middle School, Indianapolis Public Schools, Indianapolis, Indiana
August, 1993-1999: Performed all duties and responsibilities identified for middle school assistant principal including scheduling.

Teaching Experience:

Language Arts Teacher,
High/Middle School, Indianapolis Public Schools, Indianapolis, Indiana
September, 1974-1993
Volleyball/Basketball Coach 1974-1993

Affiliations:

Member:
National Association of Secondary School Principals
Indiana Association of School Principals
National Association of Middle School Principals
Association for Supervision and Curriculum Development
NABSE
Delta Sigma Theta Sorority

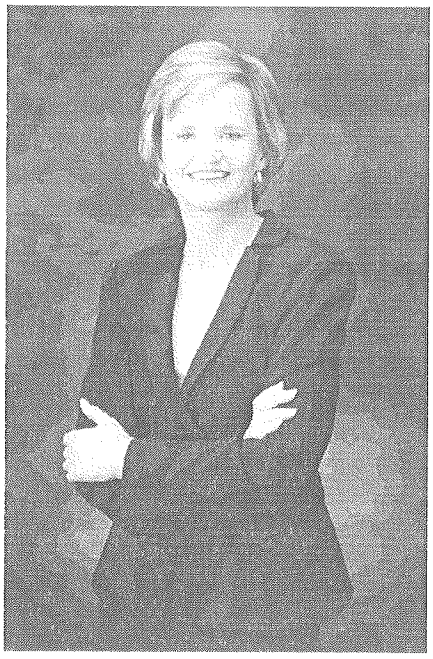
Awards:

Teacher of the Year Candidate for Indianapolis Public School District, 1992 and 1993

Above and Beyond the Call of Duties (ABCD), Indianapolis Public Schools, 1993

Volunteer Award for YMCA, 2000

Qualifications of Lead Partner



Patricia Davenport

School Improvement Consultant

Pat is a private consultant providing services for school improvement.

Her focus is to support districts in their efforts to achieve systemic change through the Plan-Do-Check-Act instructional process and design training, data disaggregation, and the integration of quality tools and effective schools research.

Prior to becoming an educational consultant, Pat was a key leader of a dramatic change initiative to close the gap in student achievement at Brazosport ISD in Freeport, Texas. Brazosport was able to not only prove that all students can learn, but also win the Texas Quality Award, the first school district in the state to earn that distinction. The school district was the largest *Exemplary* rated Texas district in 1997-1998 and 1998-1999. To be rated "exemplary," 90 percent or more of all students of all ethnic groups and socioeconomic strata are successful in passing each subject area of the Texas Assessment of Academic Skills.

- Pat Davenport received a Bachelor of Arts degree in Education from Texas State University and a master's degree in Education from University of Houston.
- With 30 years of experience in public schools, Pat has been as a teacher, counselor and administrator at both the elementary and secondary levels and served as a key member of the superintendent's administrative team at the central office level.

- While at Brazosport, she served as the Director of Curriculum and Instruction and directed the implementation of an instructional process, which resulted in no differences in the achievement of all student groups on the state assessment.

- For the past ten years, she has managed her own consulting business, Davenport Consulting, LLC.

- Her multi-year reform efforts in MSD of Warren Township (Indianapolis) moved schools that once had 40 percent passing rates on ISTEP+ to more than 80 percent passing—with individual grade levels in some schools initially having as few as 20 percent passing.

- Over the past two years, she has trained and conducted *8-Steps Process Checks* for 120 Indiana schools through initiatives supported by the Indiana Department of Education's Title I office. Impact data has prompted the IDOE to expand her work into other schools, particularly at the secondary level—where challenges are great and effective intervention strategies have been most limited.

- During the 2010-2011 school year, Pat was selected by the IDOE to serve as a lead partner to train and support the implementation of the *8-Step Process* at Riley and Washington High Schools in South Bend; Calumet High School in Lake Ridge; and Marion High School in Marion, Indiana. While performance results are currently embargoed, performance impact data is very promising.

- Pat is a keynote and featured presenter at conferences and trains individual schools and districts across the nation.

- She is the co-author of *Closing the Achievement Gap: No Excuses* with Gerald Anderson, published by APQC in 2002, and the sequel to that best-selling book, *Are We There Yet?* also published by APQC in 2006, as well as numerous articles published in professional magazines and journals.

Patricia Davenport • 3506 River Road• Austin, TX 78703
Phone: 512-925-8355
Email: pdavenport@equityineducation.com
Contact information for three references:

Dr. Peggy Hinckley, Superintendent
MSD of Warren Township
975 North Post Road
Indianapolis, Indiana
Telephone: 317.869.4347

Dr. Sharon Shirley, Superintendent
Lake Ridge Schools
6111 West Ridge Road
Gary, Indiana
Telephone: 219.838.1819

Mr. James Kapsa, Superintendent
South Bend Community Schools Corporation
215 S. St. Joseph Street
South Bend, Indiana
Telephone: 574.283.8000

Linda Miller

7757 Hooper Strait Drive
Indianapolis, Indiana 46236
(317) 823-7949

ACADEMIC BACKGROUND

Master of Science in Educational Administration, Butler University, 2003
Bachelor of Science, Elementary Education, Ball State University, 1974

PROFESSIONAL EXPERIENCE

External Consultant
Indianapolis Public Schools **May 2009 to Present**

- Provided *Process Checks* and technical assistance for two SIG-grant schools (John Marshall and George Washington Community High Schools) to support their implementation of funded activities

- Led trainings to enhance the district's capacity for submitting competitive grant applications

Project Manager & Grant Writer
Metropolitan School District of Warren Township **April 2009 to December 2010**

- As project manager for the Indianapolis-based Lilly Endowment Inc. $6 million dollar, multi-year philanthropic grant to Warren Township, Ms. Miller is responsible for project implementation, vendor contracts, budget and invoices, biannual reports, and the preparation of the comprehensive seven-year cumulative final report January 2011.

- More than 18 major initiatives implemented through this comprehensive grant, including support for developing Warren Township's *8-Step Continuous Improvement Process*, planning the Freshman Academy, piloting year-round-school programs, supporting English language learners, training elementary and middle school core content Cadre Teachers to implement effective reading and writing strategies across the curriculum, using instructional technology—supported by professional development—to ensure its effective, engaging classroom integration to increase learning, addressing non-academic barriers that interfere with learning (conflict resolution and appropriate decision-making), and evaluating the effectiveness of funded-projects to support sustainability efforts beyond the grant-funding period.

- Prepared successful proposals for the Indiana Department of Education Technology Cadre I and Cadre III competitive grants and the IDOE Indiana School Safety Specialist Academy grant. Prepared the United States Department of Education mid-year Process Observer Report and the REMS Final Evaluation Report.

Assistant Superintendent for School & Student Academic Support
Indiana Department of Education, Indianapolis, IN **1997 to January 2009**

- Supported, promoted and implemented the mission and goals of the state superintendent, State Board of Education, and the Indiana Department of Education
- Oversaw, mentored, problem-solved and supported the work of five diverse offices with 80+ staff responsible for the administration, professional support, and statutory compliance of more than $600 million dollars in federal and state funds
- Made, analyzed, and interpreted policy that supported the best interests of students and their achievement
- Used data to drive decision-making, inform practice, and improve performance
- Served as superintendent's designee on various boards and advisory groups, such as the Regional Educational Laboratory executive board and the Great Lakes East Comprehensive Assistance Center
- Led special initiatives. Some examples include:

  Framed, developed, and served as key author of Indiana's *Differentiated Accountability Model* proposal, submitted to the U.S. Department of Education, May 2, 2008. Successfully presented and defended the proposal during a national peer review process. One of only six states awarded approval.

  Advocated and supported the development of a new *Institute for School Leadership Teams*, specifically designed to address unmet needs of high-poverty, low-performing urban schools through a two-year cohort supported by year-round technical assistance and an assigned Indiana distinguished urban principal

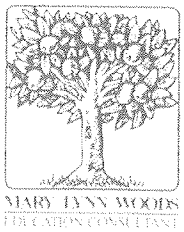
  In partnership with Great Lakes East, developed the *IDOE Uniform Evaluation* system to measure the effectiveness of the Department's technical assistance and professional development efforts. To enable department-wide use of instruments beginning SY 2008-09, trained assistant superintendents and office directors. Developed web site for viewing effectiveness results at the Office, Center, and Department levels.

  Created and obtained federal approval of a unique "Fair Share" option enabling wider implementation of Full-Day Kindergarten, while avoiding violations of *Supplement, Not Provisions* of federal Title I law

  Secured the financial and technical support of REL-Midwest to evaluate the effectiveness of Indiana's Full-Day Kindergarten over a multi-year period. Delivered phase-one data through REL's *2008 Snapshots Report* presentation.

State Director of Title I
Indiana Department of Education, Indianapolis, IN 1986-1997

- Managed $100 million dollar budget, directed program staff, and provided oversight, policy, guidance, and technical assistance to nearly every district in the state
- One of only 11 states to fully implement the accountability systems of the *Improving America's Schools Act*, holding schools to uniform performance and improvement expectations
- Designed and implemented year-long training initiatives permitting, for the first time, Indiana schools to obtain the flexibility of schoolwide status, whereby all students are eligible for Title I services
- Developed and authored *Supplement, Not Supplant Guidance* to permit use of federal funds for FDK to highest-need students. Years later, federal officials used that guidance to frame the national guidelines.
- Selected by U.S. Secretary of Education as one of only two state directors to serve on the esteemed National Advisory Panel to inform Congressional reauthorization efforts



Résumé Summary

Educational Background

<1984 (May) **Educational Specialist**, Reading, Indiana University, Bloomington, IN
<1975 (May) **Master of Science**, Reading Endorsement, Purdue University, West Lafayette, IN
<1962 (June) **Bachelor of Science**, Elementary Education, University of Illinois, Champaign, IL

Summary of Professional History

<2010-2000 On-Site Staff Development Consultant
- Pike Township Schools, Indianapolis, IN
- Warren Township Schools, Indianapolis, IN
- Decatur Township Schools, Indianapolis, IN
- Albuquerque Public Schools, Albuquerque, NM
- Wayne Township Schools, Indianapolis, IN
- Lawrence Township Schools, Indianapolis, IN
- Lebanon Community Schools, Lebanon, IN

<2000-1990 Education Consultant, Heritage Education Foundation, Indianapolis, IN
Project Coordinator/Author for Partners With The Earth, Environmental/Cultural/Specialized Curriculum, K-12

<1999-1995 Associate Professor, University of Indianapolis, Indianapolis, IN
University of Indianapolis-Decatur Township Schools' Project

<1996(Sum.) ISTEP+ Writing Sample Evaluator (Indiana state-wide assessment)

<1996-1993 Staff Development Consultant, Middle Grades Reading Network, Lilly Endowment Project, University of Evansville, Evansville, IN

<1993(Sum.) Co-Director, National Writing Project, Indiana Teachers of Writing, Indianapolis, IN

<1989-1986 Reading Specialist K-8, Orchard Country Day School, Indianapolis, IN

<1988(Sum.) Professor of Language Arts, Indiana University/Purdue University at Indianapolis, IN

<1986-1984 First Grade Teacher, Eagle Union Schools, Zionsville, IN

<1985(Sum.) Professor of Reading, Indiana University/Purdue University at Indianapolis, IN

<1984-1978 Director, Chapter I Reading Program K-12, Eagle-Union Schools, Zionsville, IN

<1978-1976 Reading Consultant, Indiana Department of Educatiòn, Indianapolis, IN

<1976-1962 Journalist, Fifth Grade Teacher, Fourth Grade Teacher, English Teacher
Indianapolis IN; Baltimore, MD; Edwardsville, IL; Asmara, Ethiopia

Publications

<2010 Analytical Reading Inventory, Ninth Edition
Mary Lynn Woods and Alden J. Moe
Prentice Hall/Merrill Education, Englewood Cliffs, NJ

<2002 **16 Writing Lessons to Prepare Students for the State Assessment and More, Engaging Lessons with Planning Sheets and Evaluation Checklists to Help Students Master the Essential of a Short, Focused Writing Assignment, Grades 4-8**
Mary Lynn Woods Scholastic Inc., New York, NY

<2000 **A Literature Based Map Skills Unit: Highlighting Roads, Bridges and Pipelines Grades. 3 - Intermediate**
Mary Lynn Woods, Author/Editor Heritage Education Foundation, Indianapolis, IN

<1998 **Cultural Collections: Africa** Grades: Primary, Intermediate, and Zoo Collections
Mary Lynn Woods, Author/Editor Heritage Education Foundation, Indianapolis, IN

<1995 **From Trimmings to Treasure, The Cycle of Decomposition to Composition, K-8**
Mary Lynn Woods, Author/Editor Heritage Education Foundation, Indianapolis, IN

<1992 **Partners With The Earth, K-12 Environmental Curriculum, Natural Resource, Trees**
Mary Lynn Woods, Project Director/Author/Editor
Heritage Education Foundation, Indianapolis, IN

<1988 **Creating Classrooms For Authors, The Reading-Writing Connection**
Jerome C. Harste and Kathy Short
Feature Article # 1, **"Teaching as Curriculum Development"**
Mary Lynn Woods Heinemann Educational Books, Portsmouth, NH

<1986 **The Authoring Cycle: Read Better, Write Better, Reason Better**
An Instructional Video: Jerome C. Harste
Site Demonstration: Mary Lynn Woods
Heinemann Educational Books, Portsmouth, NH

<1977 **Reading In The Content Area, Program Planning Design**
Mary Lynn Woods and Don Jones, Editors/Authors
Indiana Department of Education, Indianapolis, IN

Advisory Boards/Special Committees

<1995-1993 REAP, School Improvement and Performance, Indiana D.O.E./Lilly Endowment
<1990-1989 Indiana Department of Education Task Force for Restructuring Schools
<1990-1989 INIE/ITW Middle School Writing Project, Journalism in the Classroom
<1987-1986 Language Arts Advisory Committee, Indiana Department of Education
<1983-1981 Advisory Council, Div. of Reading Effectiveness, Indiana Department of Education

Continuing Education: Staff Development for Staff Developers (1998-1999)

<Cognitive Coaching (Robert Garmston and Bruce Wellmen)
<Becoming a State-of-the-Art Presenter (Robert Garmston and Bruce Wellmen)
<Facilitation Skills for Developing Adaptive Organizations (Robert Garmston and Bruce Wellmen)
<The Skillful Consultant: Getting Your Expertise Used (Robert Garmston and Bruce Wellmen)

Certificates

<State of Indiana Supervision Area (Instructional Supervision) # 356-34-6582, Life
<State of Indiana Director of Reading License (Administration of Supervision) # 356-34-6582, Life
<State of Indiana # 356-34-6582 General Elementary K-6 (7/8 non dept.) Reading K-12, Life
<State of Illinois #74192, K-9

Mary Lynn Woods, Ed.S. 942 Saddlebrook Drive Zionsville, Indiana 46077 317-769-3234

School Social Work Session 4

School Social Work Standard 5: "Prevention: School Social Workers identify specific needs, create and implement services that promote the healthy emotional growth and resiliency of students in an educational setting."

Prevention

- Social and Emotional Learning
- CASEL
- Safe and Civil Schools

- School Culture and Environment Activity- immediate impressions of practicum environment

---

- Positive Behavioral Interventions and Supports (PBIS)
- Website resources – creating your personal library of SSW tools

School Social Work Session 4

School Social Work Standard 5: "Prevention: School Social Workers identify specific needs, create and implement services that promote the healthy emotional growth and resiliency of students in an educational setting."

Prevention

- Social and Emotional Learning
- CASEL
- Safe and Civil Schools

- School Culture and Environment Activity- immediate impressions of practicum environment

---

- Positive Behavioral Interventions and Supports (PBIS)
- Website resources – creating your personal library of SSW tools

Professional Vita

Current Position:
Owner & Consultant
A Systems Approach to
Effective Behavior Management

Corporate Information:
"Transitions" G. Abati Inc.
1831 Yale Dr., Louisville, KY 40205
Phone 1-502-454-6330, Fax 1-502-454-6330,
Cell 1-502-541-1673 Email gabatiinc@insightbb.com

Professional History (31.5 years):

- 2007 to Present, Consultant, Indianapolis Public Schools, 2007-2010 (Over/Under Program)
- 1998 to 2007, Specialist for Behavior and Discipline, JCPS
- 2002 to 2007, Coordinator Positive Outreach Program
- 1996-1998, Coordinator of Project ENDURE, a federally funded truancy prevention program
- 1990-1996, Family Liaison, Waller Environmental School, a day school (treatment program)
- 1980-1990, Classroom teacher for emotionally and/or behaviorally disabled students
- 1978-1980, Instructional assistant for emotionally and/or behaviorally disabled middle school students

Education:

- Master's Degree, Special Education, University of Louisville
- Bachelor Degree, History & Political Science, University of Louisville

Certifications:

- Provisional Certificate, Secondary Education, History/Political Science
- Provisional Certificate, Secondary Education, Visually Impaired
- Provisional Certificate, Secondary Education, Emotionally and Behavior Disorders

JCPS Special Assignments/Involvements:

- Specialist for Behavior and Discipline (1998-2007)
- Coordinator Positive Outreach Program (1998-2007)
- Data Analysis, Suspensions, Attendance, Dropout (1998-2007)
- Co-author JCPS Student Management Plan (2004-2005)
- Facilitator, JCPS Attendance/Truancy Prevention Plan (1999-2007)
- Middle School Initiative, Coach/Facilitator (2003-2007)
- Kentucky Department of Education Kid School Project (2000-2003)

Certified Instructor:

- Safe Crisis Management (1995-2001)

Presenter:

- Student Behavior Response Teams
- Effective Behavior Management
- De-escalation Techniques-Assisting Students Through Aggressive Episodes
- JCPS Search Procedures
- JCPS Safety Procedures Manual

University of Louisville:

- Instructor Fall-2004, Effective Behavior Management

Personal:

- Father 3 Children; 42, 37 & 28, Grandfather 4 grandsons; 17, 17, 14 & 14
- Combat Veteran, Vietnam 1968-1969, Machine Gunner, Golf Company, 2nd Battalion-26 Marines