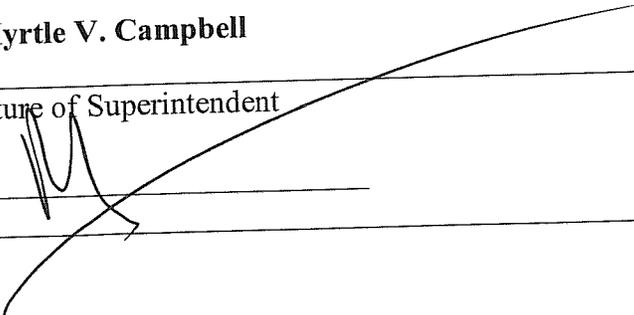




Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: Gary Community School Corporation		Corporation Number: 4690
Contact for the School Improvement Grant: Mr. George Comer, Asst. Superintendent Dr. Cordia Moore, Director Federal Programs and Grants		
Position and Office: Assistant Superintendent Director, Federal Programs and Grants	Contact's Mailing Address: 620 East 10th Place Gary, IN 46403	
Telephone: 219-881-5407	Fax: 219-881-4076	
Email Address: gcomer@garycsc.k12.in.us cmoore@garycsc.k12.in.us		
Superintendent (Printed Name) Dr. Myrtle V. Campbell	Telephone: 219-881-5401	
Signature of Superintendent X 	Date: April 26, 2010	

➔ Complete and submit this form one time only.

➔ Complete a second form, "Tier I and II Application" or "Tier III Application" for each school applying for a school improvement grant.

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

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

School Corporation Gary Community School

Number 4690

School Name: Roosevelt Career and Technical

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

Turnaround

Restart

Transformation

Closure

A. LEA Analysis of School Needs

➤ **Instructions:**

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

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

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

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

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	75%	118	High	Wide range of instructional levels indicates a need for weekly progress monitoring
Free and Reduced	76%	89	High	Wide range of instructional level indicates a need for weekly progress monitoring
Special Ed	93%	27	High	Lack of implementing best practices as it relates to inclusion

Mathematics

Black	85%	131	High	Not enough hours allowed for intensive support
Free & Reduced	84%	95	High	Not enough hours allowed for intensive support
Special Ed	93%	27	High	Not enough multiple and specific opportunities for individual students to develop mathematical concepts

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p>
<p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school.”</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>1. 0% subgroups made AYP</p>	<ul style="list-style-type: none"> ● Teachers do not use research based interventions and instructional practices with fidelity in order to provide greater challenge and rigor ● No sense of urgency in the importance of taking the assessment therefore the participation rate cannot be applied
<p>2. 75% of the student body is not passing in ELA and 85% in math</p>	<ul style="list-style-type: none"> ● Ineffective and inconsistent use of the IEP to guide instruction ● The modifications/accommodations as developed in the IEP should drive instruction and assessment ● Special Education teachers hold the main responsibility for students who are not succeeding in the core curriculum ● Little evidence of use of assessment data (Psychological, ISTEP, DQA etc.) to support instruction
<p>3. Use of data to guide curriculum and instruction decisions is not evident</p>	<ul style="list-style-type: none"> ● No evidence of? Teachers primarily use the same instructional methods for all students. ● Teachers are not motivated to use data to drive instruction
<p>4. Leadership is ineffective</p>	<ul style="list-style-type: none"> ● Lack of participation in the implementation and monitoring on how to analyze and use data ● Assessment data is not accessible on demand

5. Instructional delivery is not effective	<ul style="list-style-type: none"> ● Opportunities for targeted and intensive PD are limited and not mandatory. ● Teachers do not modify instruction, track progress and make adjustment where appropriate.
6. Lack of technology-not used by students and staff	<ul style="list-style-type: none"> ● Access to technology is not on demand. ● Disproportionate numbers of teachers lack proficiency in the use of technology ● Teachers are not held accountable for the use of technology ● Training that is utilized is not implemented or integrated into instructional practice
7. Curriculum is not differentiated for students' learning styles and skill level	<ul style="list-style-type: none"> ● Curriculum that is relevant, engaging, and work related is not implemented with an understanding of students' needs.
8. Teachers are not using assessment data to drive instruction	<ul style="list-style-type: none"> ● Assessment data is not disseminated in a timely manner and is not used to guide instruction
9. Poor student attendance	<ul style="list-style-type: none"> ● Attendance records or recording system does not accurately reflect student attendance ● Support services are not sufficient to meet students' personal, emotional and academic needs
10. Among all sub groups 93% of special education students failed	<ul style="list-style-type: none"> ● Ineffective and inconsistent use of the IEP to guide instruction ● The modifications/accommodations as developed in the IEP should drive instruction and assessment ● Special Education teachers hold the main responsibility for students who are not succeeding in the core curriculum ● Little evidence of use of assessment data (Psychological, ISTEP, DQA etc.) to support instruction

Student Leading Indicators

➤ **Instructions:**

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

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	59,400	59,400
2. Dropout rate*	26.6	23.7
3. Student attendance rate*	91.8	94.3
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	14 students 2%	31 4%
5. Discipline incidents*	510 17	758 16
6. Truants*	819	340
7. Distribution of teachers by performance level on LEA’s teacher evaluation system	Collective Bargaining Agreement does not allow for distributions	Collective Bargaining Agreement does not allow for distributions
8. Teacher attendance rate	80%	79%

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot." <i>Appropriate example:</i> "Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Teachers don't feel like coming to school" <i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms."</p>
<p>1. The number of minutes for instruction has been static for the past two years even though student performance has declined</p>	<ul style="list-style-type: none"> ● Students need extended learning opportunities to address specific learning needs related to student data ● Instructional strategies are not matched to the needs of students. ● Did not have a strategic, systematic procedure in place to provide students with effective extended learning opportunities.
<p>2. The dropout rate (26.6%/23.7%) is three times as high as the state(7%) dropout rate.</p>	<ul style="list-style-type: none"> ● Curriculum that is relevant, engaging, and work related is not implemented with an understanding of student needs. ● Lack of intensive individualized support in school wide interventions and targeted interventions.
<p>3. Student Attendance rate is 91.8% (94.3%) at Roosevelt as compared with 95.9% (96.1%) at the state level</p>	<ul style="list-style-type: none"> ● Although the attendance rate is below that of the state, the performance of students for AYP does not match the fact that they are present ● The most effective Instructional methods are utilized although students are present ● Students present in class in class does not equal high performance
<p>4. Although the number and percentage of students completing advanced coursework is has doubled, the number should increase</p>	<ul style="list-style-type: none"> ● A culture of high expectations does not exist ● Exposure to coursework is not adequate ● Recruitment to the program is not evident ● Build capacity for rigorous coursework at earlier grade level
<p>5. The number of students suspended or expelled suggests that a substantial portion of students are missing minimally 3-10 days of instruction</p>	<ul style="list-style-type: none"> ● A need for wraparound services such as mental health, family strengthening programs and referrals to alternative programs exists ● Activities and assignments are

	inappropriate for students in terms of their age, background, behavior and cognitive abilities
6. Truants	<ul style="list-style-type: none"> • GCSC does not implement student license revocation law • Students are not held accountable for attendance including tardiness • Parents are not provided information to student truancy • The communication identifying day and hour student is not present in class to the parent is not evident • Community support services are needed to assist situations beyond student control
7. The teacher attendance rate is below that of the students	<ul style="list-style-type: none"> • The school leadership has not built a staff that is committed to the School Improvement goals. • School leadership has not replaced released or redeployed staff. • Absenteeism is parallel with low student performance • Teacher accountability to team/peer efforts is not evident
8. The graduation rate is approximately half that of the state: (Roosevelt 44% & Indiana 81.5%)	<ul style="list-style-type: none"> • Lack of rigorous career driven, instruction that engages students, motivates them to learn and successfully complete coursework needed to graduate • Conventional structure that does not support establishing small learning communities and advocates matched to student needs • Mandatory attendance is not required for academic support to improve student performance and/or credit recovery

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

➤ **Instructions:**

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

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

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.	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.	N/A				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.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students; we don't really get into the students' different cultures. "</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i> "We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p>
<p>Principal/Leadership</p> <ul style="list-style-type: none"> • Lack of effective leadership • Does not communicate a compelling instructional model • Limited observations of teachers 	<p>Principals/Leadership</p> <ul style="list-style-type: none"> • Principal did not demonstrate signs of urgency for change, track student progress, post achievement feedback to teachers or engage in strategic planning. • Leadership did not hold teachers accountable for effectiveness of instruction • Principal was tied to a laborious evaluation tool and process

<p>Instruction</p> <ul style="list-style-type: none"> • Ineffective instructional delivery including modifications /accommodations as identified in the IEP • Limited use of research-based models, strategies and methods • Insufficient student engagement • Lack of technology for use by students and staff <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum is not differentiated for students' learning styles and skill level including best practices as it relates to inclusion <p>Data</p> <ul style="list-style-type: none"> • Use of data to guide curriculum and instruction decisions is not evident <p>Professional Development</p> <ul style="list-style-type: none"> • PD is not job-embedded • PD is not aligned to the curriculum and focused on improving data-driven instruction and formative assessment 	<p>Instruction</p> <ul style="list-style-type: none"> • Teacher-centered, not student-centered including lack of implementation of IEP • Assignments/task are often worksheet driven following a lecture or round robin reading activity • Does not reflect relevant experience and world of work (authentic) • Lack of connecting curriculum and technology in the instructional process <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum that is relevant engaging and work related is not implemented with an understanding of student needs • Little or no evidence of daily lesson planning based on the curriculum/standards, student achievement, and student needs • Few instances of observations and constructive feedback are provided for teachers which targets differentiated instruction, and RTI <p>Data</p> <ul style="list-style-type: none"> • Teachers primarily use the same instructional methods and assignments/tasks for all students <p>Professional Development</p> <ul style="list-style-type: none"> • PD is most often provided through a whole group structure as opposed to one on one coaching and/or co-teaching process and implementation of training is not evaluated. • PD frequently focuses on pedagogical
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<ul style="list-style-type: none"> • PD offered may not include increasing staff knowledge and skills in instructing students with disabilities <p>Parents, Family, Community</p> <ul style="list-style-type: none"> • Social and emotional support services are not fully taken advantage of by parents, students, educators and community members. <p>Cultural Competency</p> <ul style="list-style-type: none"> • Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class 	<p>practice as opposed to content based knowledge and teachers are not held accountable of either.</p> <ul style="list-style-type: none"> • Lack of systemic PD that addresses using formative assessments to make data-driven instructional decisions • Ongoing PD opportunities for teachers were limited that meet specific learning needs in the regular class, and special education classroom <p>Parents, Family, Community</p> <ul style="list-style-type: none"> • The availability of wrap around supports is not communicated to parents, students and other family members. <p>Cultural Competency</p> <ul style="list-style-type: none"> • Teachers lack the ability to structure instruction, curriculum, assessments and learning environments that is appropriate to the needs of their students. This includes special education teachers.
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B. Selection of School Improvement Model

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

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

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

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

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

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

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

Intervention model selected _____ Transformation Model

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

As the LEA team reflected upon our problems defined by the data, findings, root causes, self-assessment and the elements of the four models, we concluded that implementation of the Transformation model integrated with Turnaround elements will ensure that all students demonstrate 21st century knowledge, strategies and skills. Roosevelt Career and Technical Academy was created in August 2009 as a result of an amalgamation of three schools, formerly Roosevelt High School once experienced national notoriety for the caliber of its educational programs. The school, like the community in which it resides, went from a thriving high success school with a large population of graduates to a school plagued by discipline problems, poor attendance, poor student performance and low graduation rate. This reflects the general decline of the city with its high poverty and unemployment rates. Flight of businesses from the urban area further exacerbates the problem. These factors have led to the current status of the school. The school currently has a student enrollment of 1436, compared with less than 800 students on this site in the previous year. Ninety-nine percent of the students are Black with one percent of mixed demographic backgrounds and of those students twenty percent were special

needs. The attendance rate is ninety-two percent. Of the 2008-2009 graduates, 43% received diplomas, 50% of the graduates received Core 40 diplomas and 4% received an Academic honors diploma. Sixty percent of the 2007-2008 graduates enrolled in college. We selected the Transformation model because it will allow us to build on the existing strengths at Roosevelt Career and Technical Academy: district level curriculum and professional development support staff, a research-based curriculum framework, thirty-five percent of staff members new to the building that are willing to make bold changes and vested community members and partnerships. One of the oldest schools in the city, Roosevelt CTA has an established alumni association which can provide monetary and in-kind support. The partnership with nationally known Powers and Sons Construction is poised to support the career pathways with mentorships. The Veterans Memorial brings community members on site regularly helping to strengthen civics and service learning. As we implement the transformation model coupled with the Career Academy concept students are expected to demonstrate more than adequate academic achievement. Roosevelt's mission is to provide rigorous academic courses combined with career and technical instruction, practical hands-on experiences, and internship/job-shadowing opportunities. In light of that, our overall goal is to increase student performance on AYP indicators by 10% each year in all assessed areas and to increase the graduation rate by 20% and decrease the dropout rate by 15%.

As a part of the Transformation Model, it is critical that we focus on developing teacher and leader effectiveness. A review of the external consulting report from Cambridge and the internal evaluation data provided through the self-assessment/needs-assessment instrument clearly shows that a change in governance should be made. In addition to replacing the principal, the district will bring in a turnaround team. The purpose of the turnaround team will be to:

- help develop high functioning small learning communities
- build the capacity of each staff member "to get the work done" through structured professional development activities
- develop a culture which focuses on individual student growth and achievement

Along with the change in governance and the implementation of a rigorous, transparent, and equitable evaluation process, incentives will be included to maintain administrators and teachers who have demonstrated the ability to improve student achievement and graduation rates. For administrators, the district recommends that new administrators receive up to a ten percent (10%) increase over the base salary for a new principal. Other increases will be based upon overall performance and student achievement data. For teachers, the district will offer a sign-on bonus which will include a stipulation that the teacher remain in the district for a specific period as long as there is a clear demonstration of effectiveness. However, evaluated quality of effectiveness will be driven by the Principal and Teacher Effectiveness Rubric adopted by the IDOE. The effectiveness rubrics are based upon the work of Charlotte Danielson's four domains of professional practice and other researched-based minutes. Also, we will consider other instruments which may be recommended by approved external consultants.

This model requires that the staff receive ongoing, intensive, technical assistance. Our past innovative initiatives have generally been voluntary as opposed to mandatory and therefore ineffective. Additionally, it provides for school-wide implementation of RTI and differentiation of instruction on a school-wide basis. Teachers will use the following assessments; pre- and post- tests, district quarterly tests, content specific units test and teacher-made tests. Teachers

will use assessments consistently and become acclimated to collegially reflecting around data led by a data team consisting of the data coach, literacy coach, math coach, transition coach, teacher leaders and the Principal. Principals and the school-based leadership team and the data will be able to document and store student work samples correlated to data. High quality, job embedded professional development is central to this model; we will add rigor to our present PD by mandating attendance, providing more one on one coaching and modeling experiences, and monitoring implementation of instruction by the principal, coaches, LEA and SEA teams. The overall process will not be hindered by the traditional collective bargaining restrictions.

The following chart clearly provides a snapshot of our present state and the alignment between the needs of the school and the selected transformation model.

School Needs and Corresponding Elements of the Transformation Model

School Needs from Key finding /Root Causes	Corresponding Elements of Transformation
<ul style="list-style-type: none"> Ineffective Leadership 	<ul style="list-style-type: none"> Replace the Principal who led the school prior to implementing the model... Ensure school receives ongoing, intensive technical assistance and support form the LEA, SEA or designated external lead partner organization
<ul style="list-style-type: none"> Leadership did not hold teachers accountable for instruction and Implementation of IEP Principal was tied to a laborious evaluation tool and process 	<ul style="list-style-type: none"> Use rigorous, transparent, and equitable evaluation systems....
<ul style="list-style-type: none"> Lack of rigorous career driven instruction that engages students, motivates them to learn and successfully complete coursework needed to graduate. Mandatory attendance is not required for academic support to improve student performance and/or credit recovery for dropout prevention 	<ul style="list-style-type: none"> Reward school leaders, teachers, and other staff... Use data to identify and implement an instructional program that is researched-based.... Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. Give the school sufficient operational flexibility....
<ul style="list-style-type: none"> PD is most often provided through a whole group structure as opposed to one on one coaching and/or co-teaching process 	<ul style="list-style-type: none"> Provide staff ongoing, high quality, job-embedded PD...

<ul style="list-style-type: none"> • School leadership has not replaced, released, or redeployed staff 	<ul style="list-style-type: none"> • Implement strategies such as financial incentives to recruit, replace, and retain staff...
<ul style="list-style-type: none"> • Not enough hours allowed for intensive support 	<ul style="list-style-type: none"> • Establish schedules and implement strategies to increase learning time... • Reward school leaders, teachers and other staff...
<ul style="list-style-type: none"> • Community support services are needed to assist situations beyond student control 	<ul style="list-style-type: none"> • Provide mechanisms for family and community engagement...
<ul style="list-style-type: none"> • Teachers primarily use the same instructional methods and assignments/tasks for all students 	<ul style="list-style-type: none"> • Use data to identify and implement an instructional • Promote the continuous use of student data to inform and differentiate instruction...
<ul style="list-style-type: none"> • Little or no evidence of daily lesson planning based on the curriculum/standards and student achievement • Activities and assignments are inappropriate for students in terms of their age, background, behavior and cognitive abilities 	<ul style="list-style-type: none"> • Promote the continuous use of student data to inform and differentiate instruction... • Institute a system for measuring change in instructional practices resulting from professional development....
<ul style="list-style-type: none"> • Opportunities for targeted and intensive PD are limited • Support services are not sufficient to meet student's personal, emotional and academic needs 	<ul style="list-style-type: none"> • Provide staff ongoing, high quality, job-embedded professional development.... • Give the school sufficient operational flexibility (staffing, budget, and calendar)...
<ul style="list-style-type: none"> • Limited observations and constructive feedback that targets differentiated instruction is provided for teachers 	<ul style="list-style-type: none"> • Ensure school receives ongoing, intensive technical assistance and support from external partner. • Implement a school –wide RTI model • Promote a continuous use of student data to inform and differentiate instruction

Lastly, we will implement the Transformation model and turnaround team element coupled with the Career Academy concept, which supports attainment of our overall goals and specific needs. This shift from a chronically low-performing school to a High-Poverty, High-Performing school will serve as a model for the district.

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

By implementing the Transformation Model, systemic change will be created by increasing student performance through the principal's leadership ability and improved teacher instructional effectiveness. The implementation of this model ensures the effective development of the Roosevelt Career and Technical Academy which begins during the 2010-2011SY. The Roosevelt CTA is designed to triangulate the career resources from Ivy Tech, Gary Area Career Center and Roosevelt CTA to develop graduates with post secondary skills and opportunities in the area of job and college readiness. These partnerships will allow the development of courses of study whereby students have the opportunity to gain dual credit and/or certification in specified areas of study. A unique partnership includes Power and Sons Construction Company that will support mentors, internships and problem based opportunities in order to connect school to work.

The career academy begins with grade 9 students and will expand to full implementation for the class of 2014. The career clusters include Arts, AV Technology and Communications; Architecture and Construction (Maintenance Operations); Manufacturing; and Law, Public Safety, Corrections and Security. The program includes clean lab environments for all of the pathways except those under Architecture and Construction where this cluster will use the dirty lab and a green lab environment which is the first green lab in our area. In addition, the further development of the career academy is to plan, train and implement the New Tech model by the SY 2011. The New Tech model will be implemented using the School-within-a-School structure and will be supported by the systemic work being implemented with the Transformation model.

The Transformation Model ensures that the Roosevelt CTA will increase student performance in the areas of reading/language arts and mathematics as determined by ISTEP+/ECA State assessments.

Goals: Language Arts

Grade 7 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.

Grade 8 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.

Grade 10 students will improve by 20 percentage points on their English 10 ECA the first year and increase 10 percentage points each subsequent year.

Goals: Mathematics

Grade 7 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.

Grade 8 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.

Algebra I students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 15 percentage points each subsequent year.

Goal: Graduation rate will increase by 20 percentage points by reducing the number of students dropping out of school and increasing the number of student graduating within the 4 year expectation.

Small learning communities designed as interdisciplinary teams are an integral part of the career academy concept to enhance student engagement and improve student attendance. With small learning communities being part of the middle school model, it will be expanded to grades 9 and 10 for the 2010-2011SY and fully implemented by the 2013SY. The small learning communities provide the structure for attainable academic expectations and promote affective development of the students addressing their academic and social and emotional needs. Small learning communities support the Career Academy concept by organizing a team of core content area teachers around career pathways and concepts working toward the development of problem based learning opportunities for students. Each team of teachers will provide direct instruction to approximately 125 students focused around selected data points such as pretest data, attendance, performance or participation and collaborate weekly to determine progress for this group of students.

The new principal with his/her leadership team will utilize the theory of action by structuring leadership that is shared, instructionally focused and highly effective as evidenced by the Eight Step Process-Plan, Do, Check and Act. This requires planning and implementing an instructional calendar. Check performance with frequent assessment and activities. Finally, act to maintain, enrich and tutor student performance. In addition, to ensure the key elements of the Transformation Model is implemented, the leadership will enact the following:

- increased time devoted to frequent classroom visitations and observations with monthly focused walkthroughs
- tie teacher evaluations to student performance using the DOE teacher effectiveness model which is based on Charlotte Danielson's teacher evaluation framework
- embedded professional development based on student and teacher needs with ongoing monitoring of the use of strategies and best practices learned
- structuring various forms of leadership teams to foster teachers' development as leaders through the use of increased collaborative time both with content based and small learning communities
- ensure a safe and orderly school climate conducive to teaching and learning
- implementing with fidelity and consistency the 5 Step Problem Solving model by the following:

- Step 1: Define the problem by identifying student gaps in learning by comparing student data to expected benchmarks or outcomes.
- Step 2: Analyze the learning to determine factors that may cause the learning problem
- Step 3: Determine what to do by developing a research-based plan to address the problem
- Step 4: Implement the plan with fidelity by addressing instructional needs, monitoring progress and determining support needed by teacher and student
- Step 5: Evaluate progress using the data to determine if the plan meets the needs of the student

The need for teacher change is indicated on the worksheets 1 and 2, and will be impacted by their participation in intensive job embedded professional development focused on providing knowledge of research based instructional practices and effective instructional delivery models. The instructional math and literacy coaches will have intensive training in order to assist teachers with implementation of their instructional strategies. Cross curricular literacy and math strategies will be an integral part of the professional development with some of the following topics: frontloading of lessons by building background knowledge with vocabulary development, developing reading comprehension strategies such as questioning, summarizing, clarifying, and predicting, and developing technical writing techniques in all content areas by strengthening summarizing, paraphrasing with an introduction, body and conclusion.

In addition, there is a focus on Response to Instruction 2 (RTI2) and the use of data to tier students for instruction in order to design interventions using the curriculum with best practices. This will be achieved through incorporating appropriate learning style approaches within the lessons. The development of student centered instruction that integrates technology to make lessons that are relevant, engaging and implemented with an understanding of student needs. Technology supports differentiated instruction using student response systems and other integrated technologies. Teachers will be monitored for use of the professional development strategies presented. This will be included in the teacher evaluation process as reflected on the teacher evaluation instrument. In addition, highly effective teachers are recruited with incentives to ensure top quality staff for Roosevelt.

The **implementation of the RTI2** ensures effective classroom instruction with a high-quality core instruction where interventions are minimal. Appropriate interventions are designed using data-based decision-making cycle. The data-based decision-making cycle includes the collection of data, analysis and reflection of this data to inform instructional planning to arrive at the proper intervention within the classroom structure. Effective classroom instructional practices include direct instruction or explicit teaching of key concepts and skills to promote problem solving and higher ordered thinking skills using the Depth of Knowledge matrices. The quality indicators of instructional practices are: establishing purpose, teacher modeling, guided instruction, productive group work, and independent learning. The Special Education Team of support personnel includes the educational specialist, school psychologist; EH social worker and special education supervisor and teachers will provide teacher support on the use of appropriate accommodations and/or modifications to enhance differentiated instruction initiatives. To move toward a full continuum of services for all students, the self-contained model will be revisited to meet the RTI2 mandate. In addition, the Title I Targeted Assistance Program supports student in greatest need with specialized intervention from the Instructional math and literacy coach for three instructional periods each day using the push-in teacher teaming strategy.

Following the 5 Step Problem Solving model, student assessments are an integral part of the instructional process in order to align instructional programs, differentiate instruction, and to evaluation student work to determine student's strengths and weaknesses. All test data is aggregated and disaggregated based on proficiency requirements or outcomes expected at that grade level within the content areas. Teachers are informed of the assessment outcomes as available to inform instruction. Information is shared with parents to keep them informed of

their child's progress. A data team facilitated by a data coach facilitates this process including the following:

- First, building-wide pre-assessments and post assessments are administered to all students in the area of reading/language arts and mathematics. Star Reading and Star Math assessments give baseline data and are used to determine the targeted assistance student population for Title I. This information is shared with all students via individual student reports and with all teachers to assist with initial instructional needs. This information identifies students who are above level, on level, near level and below level for the current grade assignment or content area of instruction. Post test information will provide end of the year growth data for each student.
- Then, benchmark assessments are curriculum-based measurements that focus on the State core indicators in the content areas of mathematics, language arts and selected grades in science and social studies. The Acuity quarterly assessments are aligned to the district curriculum using the Tailored Diagnostic opportunity offered by the IDOE. The dates for administration are October 13, 2010, January 5, 2011, March 9, 2011 and May 4, 2011. The Acuity assessments are design for English and mathematics for grades 7, 8 and Algebra I. For English 9 and 10, district quarterly assessments are constructed by the Curriculum Department and administrated using the same timeline as Acuity. Disaggregation of this data is provided to teachers to determine which indicators need additional attention.
- Next, progress monitoring is completed by classroom teachers using instructional resources such as SuccessNet for language arts and mathematics with Carnegie math for algebra I. SuccessNet and Carnegie math are online resources that provide instructional based assessments with accompanying interventions. Classroom assessments are completed on monthly basis along with student work to be evaluated to determine areas of need. Periodic monitoring of student progress in the acquisition of skills, critical thinking and content knowledge is determined by classroom assessments. In addition, Essay Scorer (online resource) will be used to monitor writing development. Regular assessment of students' progress will be monitored to ensure the alignment of curriculum to the outcome goals. Where applicable, progress monitoring via software will be used. When no software is available, analysis of student class work will be routinely done.
- Also, summative assessments are ISTEP+ and ECA for language arts and mathematics. In the spring of each year, these State tests are administered annually to all students in grades 7, 8, Algebra I, and English 10. This data is used to provide intervention support for students and program review for
- Finally, the IEP data is used to guide instruction with initial distribution at beginning of the school year. Adaptations, modifications and accommodations as developed in the IEP will direct instruction. Student progress will be monitored frequently using the Indiana Alternative Test for Moderately Mentally Handicapped (ISTAR) and other diagnostic and instructional instruments. The principal and special education supervisor will provide monthly oversight into process.

The District Curriculum is aligned with the State academic standards and is provided in a map format accompanied by pacing guides called bubble sheets. The language arts maps are aligned with the 2006 State standards. Mathematics, science and social studies maps are aligned as the State determines its standards for each content area. The implementing of the curriculum with fidelity requires on-going monitoring of its use by conducting frequent walk-throughs with teacher feedback. Effective use of the curriculum also includes developing instructional strategies that differentiate based on student's needs with built-in collaboration time. The content of the core curriculum is available to all learners with scaffolding support included.

Extended Instructional time is increased by 13,500 minutes a year for all students. The instructional day and calendar is extended to offer all students the opportunity to increase learning through AP/dual credit, credit recovery, career pathway courses, expanded elective courses, and extended time for specialized intervention for tier 2 and especially tier 3 students by extending course offerings limited by the traditional schedule. Tier 2 and 3 students are offered an intensive intervention through Carnegie mathematics for mathematics and Read 180 for language arts/reading. Intensive interventions are offered via lab classes and include special and regular education students. The school day will be lengthened by 75 minutes each day Monday through Friday which allows time for the implementation of these programs throughout the school day. This additional time equates to 13,500 minutes of increased instruction. Frequent administrative classroom visitations and hallway walks are conducted to monitor the instructional use of time throughout the school day.

Parent Community Involvement is designed to engage parents, students, community members, and staff in educational actions focused on positive change. The overall focus of this process is to inform and collaborate in a meaningful way the vision, goals and outcomes of the school. Open door policies offer services to parents regarding performance, graduation status and tutorial assistance. Partners and outside providers will be scheduled to offer babysitting by the Gary Area Career Center, health services by the Gary Health Department, family support by Edgewater and outreach programs by the Courts. Title 1 Parent Assistants will work with the principal to develop services for parents. Career partnerships will be intergraded into the program providing information on jobs, careers, and training.

To effect systemic change, a **Turn-a-round Team** with evidenced experience will assist the building leadership team with support to effectively meet the expectations set forth with the Transformation Model. These expectations are multifaceted and require extensive expertise to make the change long term. EdWorks agreed to partner with the Gary Community School Corporation and focus on four (4) fundamental components:

- 1) rigorous curriculum and instruction;
- 2) supportive climate and culture;
- 3) aligned assessments;
- and 4) comprehensive student support.

These components will be supported with ongoing technical assistance in leadership development, professional growth and development, effective resource management and alignment along with district and state system alignment. Training and support will be provided in progress monitoring (data templates and dashboard reports), on-site coaching in the delivery of researched-based instructional strategies in mathematics and reading/language arts.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		<ul style="list-style-type: none"> ●Will recruit new principal with an incentive ●Will use technology to increase engagement of students ●Funds allocated to underwrite Professional Development ●Budget will support teacher incentives which will include a relocation stipend and a recommendation for additional salary and benefits if they choose to teach in a school which is in school improvement.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		<ul style="list-style-type: none"> ●Detailed information is included in the 3-year budget. ●Adjustment will be made based upon final allocation
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		<ul style="list-style-type: none"> ●All budget items include appropriate funding for all staffing and programming including benefits.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		<ul style="list-style-type: none"> ●The budget has been established within the maximum allowed
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		<ul style="list-style-type: none"> ●The district will be able to serve the school identified (Roosevelt) with the additional funding the School Improvement Grant
6. A clear alignment exists between the goals and	X		<ul style="list-style-type: none"> ●The budget was established based

interventions model and the funding request (budget). <i>All models</i>			upon recommended, research-based programs, support services and intervention.
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Capacity	Yes	No	District Evidence
7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. <i>All models</i>			Based upon the staffing changes that will begin July 1, 2010 with the recommended changes in the administration team

8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress. <i>All models</i>			Meetings held with parents <ul style="list-style-type: none"> • April 21st • April 22nd • May 6th Agenda and Sing-in sheets
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9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>			School Boards is fully committed to bring about change, this is evidenced by discussions held during regular board committee meetings. Including a meeting held at the school with the entire staff.
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10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>			Recommendation has already been made to fully carry out the Transformation Model
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11. The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. <i>Turnaround, Transformation Models</i>			The Teachers Union has made a commitment to the Transformation Model, but has asked for the additional discussions as a part of the implementation process.
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Capacity	Yes	No	District Evidence
<p>12. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p>			<ul style="list-style-type: none"> • An aggressive recruiting process has been implemented. • Incentives will be provided through adjustment of salaries and benefits based upon training and experience • Job postings will be listed within major newspapers, including <i>Education Week</i> and other media.
<p>13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</p> <p><i>All models</i></p>			<p>The timeline will follow the work plan template that has been established and included in this document.</p>
<p>14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p>			<p>Gary has been known to follow innovative research-based programs/models. This includes alignment of curriculum, implementation of PD, and the use of assessment models.</p>
<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities</p> <p><i>All models</i></p>			<p>The following funds have been used to support improvement in student performance: Title I, Title II, Title IV, Title V funds and Impact Aid.</p>
<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>			<p>Extended day, week, and summer programs are currently offered.</p>

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>1. <i>Design and implement school intervention model consistent with federal application requirements.</i></p>	<p>No response needed here as this information is required later in the description of the model selected.</p>
<p>2. <i>The LEA has or will recruit, screen, select and support appropriate external providers.</i></p>	<p>Based on the results of the Quality Review Report from Cambridge, which was prepared by order of the IDOE due to the status of Roosevelt Career and Technical Academy's AYP and PL 221 Status, the District began to research an external provider to assist us in our improvement efforts. The search team, appointed by the Superintendent, contacted several districts both within and outside our state with similar demographics and performance issues to ascertain whether or not an external provider had been secured and who that provider was. Criteria for selection of the outside provider included the following:</p> <ul style="list-style-type: none"> • improved graduation rates • improved student performance • improved school climate • increased parental involvement • embedded professional development • monitoring of implementation calendar

We received information on Learning Point, who had provided services to the District in the past; Pearson Educational Foundation; and Learning Curves.

At the same time, we were in the process of redesigning all of our high schools to improve the student performance and graduation rate. As a part of the investigations and research we attended a New Tech meeting. This model seemed to hold promise for improving student performance as well as aiding in the implementation of our Career Academies, especially Roosevelt Career and Technical Academy.

Upon listening to the presentation, we discovered New Tech to be a part of Ed Works which is a not-for-profit subsidiary of *Knowledge Works Foundation*. *The Knowledge Works Foundation* and its partners, including the Bill and Melinda Gates Foundation are well known in the field of education reform and innovation. Further investigations revealed their work in the Ohio Public Schools. Those schools had very similar demographics and also faced some of the same challenges that we do.

Research showed that EdWorks was “formed to manage the Knowledge Works’ high school improvement efforts in Ohio; the Ohio High School Transformation Initiative; and the Ohio Early College High School Network and to expand the high school initiative nationwide”. We found that:

- Overall high school graduation rates in OHSTI schools increased by 32% from 2002 to 2008. During the same time period, the state graduation rate increased just over 2%.
- The graduation gap between OHSTI high schools and all Ohio high schools closed dramatically between 2002 and 2008, by more than 73%.
- Nearly eight out of ten African-American students in OHSTI sites are graduating - a 29% increase from 2002 to 2008, surpassing the state's graduation rate for African-American students during the same period.
- This increase in OHSTI sites happened at a time when the communities in which these schools sit moved from an average of 17% to 72% of students eligible for free and reduced price meals.
- ECHS report an average graduation rate of 91%. In addition, more than one

in three ECHS students graduate high school with both a high school diploma and two years of college credit or an associate's degree. Others earn a range of college credits, shortening their time to degree completion after high school.

- More than 98% of ECHS 10th graders passed the reading portion of the 2009 Ohio Graduation Test (OGT). In fact, more than 90% of ECHS 10th graders scored proficient or higher on the OGT assessments in reading, writing, mathematics and social studies, outperforming the State in each of these categories.

We sought additional information from staff at National Louis University regarding the effectiveness of Ed Works. Armed with this information, we made considering Ed Works as our “turnaround” provider.

Ed Works agreed to partner with the Gary Community School Corporation and focus on four (4) fundamental components:

- 2) rigorous curriculum and instruction; 2) supportive climate and culture; 3)aligned assessments; and 4)comprehensive student support.

These components will be supported with ongoing technical assistance in leadership development, professional growth and development, effective resource management and alignment along with district and state system alignment. Training and support will be provided in progress monitoring (data templates and dashboard reports), on-site coaching in the delivery of researched-based instructional strategies in mathematics and reading/language arts.

A comprehensive, collaborative planning schedule with our district’s professional development and curriculum personnel will be developed to deliver job-embedded professional development to the instructional and leadership staff.

EdWorks’ system of support for curriculum, instruction and assessments includes training for all teachers in the building, school based and central office leaders and

unique college, university, business and community partners. The existing curricula will be reviewed, realigned and transformed to a high-performing effective status by:

- Analyzing the current school-wide curricular scope and sequence across all content areas, looking for coherence in course offerings, alignment to college and career-ready standards, and focus on student outcomes;
- Reviewing scheduling practices to ensure time and flexibility to support individual student teaching and learning needs;
- Evaluating existing classroom instructional agendas and practices, looking particularly for rigor, relevance and data-driven differentiation
- Transforming the course scope and sequence, unit and lesson designs for all classrooms, with a planned, purposeful approach to the integration of knowledge and skills across curricula, workforce and community experiences.

The LEA will enter into a multiyear contract with the provider, adopting a new governance structure at the school to obtain added flexibility in exchange from greater accountability.

(See Appendix A)

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p data-bbox="261 1356 332 1969">3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment B).</p> <p data-bbox="370 1356 495 1969">The Gary Community School Corporation is committed to ongoing support of The Transformation Model at Roosevelt CTA. During the 2010-2011 SY, support will be provided through the SIG 1003g, the General Fund, targeted-assistance Title I (Stimulus), and the leveraging of human, equipment, and financial resources funded through other miscellaneous grants and funding sources.</p> <p data-bbox="521 1356 646 1969">The administrative and instructional staff at Roosevelt CTA is committed to leveraging all resources to provide ongoing support of each of four core areas of transformation: instructional reform, extended learning time, development of teacher and leader effectiveness, and community involvement. Each core area will be supported by the human and financial resources listed below:</p> <p data-bbox="662 1356 699 1969">Financial Resources</p> <ul data-bbox="743 1356 1372 1969" style="list-style-type: none"> <li data-bbox="743 1356 852 1969">• General Fund (2010-2011 SY; 2011-2012 SY; 2012-2013 SY) Instructional Reform - Curriculum/ Professional Development Coordinators – 10% of time Instructional Reform – PERA – 5% of time <li data-bbox="852 1356 889 1969">• SIG 1003g (2010-2011 SY; 2011-2012 SY; 2012-2013 SY) Extended Learning Time – 180 hours of required extended learning time each year for 100 teachers at about \$55 Instructional Reform - Pearson Learning – Math XL and/or Credit Recovery Software Instructional Reform – Carnegie Learning Bridge to Algebra and Cognitive Tutor Algebra Software New Tech Reform Model Contractual Fees (2011-2012 SY, 2012-2013 SY) Instructional Reform – Read 180 Development of Teacher and Leader Effectiveness - ED WORKS Development of Teacher and Leader Effectiveness – Pearson Learning – Differentiated Instruction Development of Teacher and Leader Effectiveness – Carnegie Learning – Initial/ Job-embedded PD Development of Teacher and Leader Effectiveness – Read 180 – Initial/Job-embedded PD <li data-bbox="1219 1356 1372 1969">• Stimulus Title 1 (2010-2011 SY) Extended Learning Time (Optional) – Enrichment/Remediation, Extended day Instructional Reform – Technology for Targeted-Assisted Title I Classrooms Development of Teacher and Leader Effectiveness – Literacy, Math, and Transition Coaches 	

<ul style="list-style-type: none"> • School Wide Title 1 (2011-2012 SY) Development of Teacher and Leader Effectiveness – Literacy, Math, and Transition Coaches • Title II – (2011-2012 SY) Development of Teacher and Leader Effectiveness - • Title VI Development of Teacher and Leader Effectiveness - • Learning Technologies Competitive Grant – Cadre 1 (2009-2010 SY) Instructional Reform – Technology for Algebra 1 teachers Development of Teacher and Leader Effectiveness • Learning Technologies Competitive Grant – Cadre 3 (2010-2011 SY) Instructional Reform – Technology (Teacher laptops) for all teachers of 7th and 8th grade • Acuity Grant Instructional Reform - Acuity Benchmark Testing Software (Grades 7, 8, and Algebra 1) <p>Human Resources</p> <ul style="list-style-type: none"> • Powers and Sons (Other Mentors) • DADS • One Church/One School • Urban League • Majestic Star Casinos • NAACP • Fraternal Organizations • Edge Water Systems • Gary Health Department • Welfare Dept. 	<ul style="list-style-type: none"> • Extended Learning Time Extend learning time for all students by requiring the addition of one additional instructional hour each day. This will result in the addition of 180 instructional hours. School will begin and 8:00 p.m. and end at 3:45
<ul style="list-style-type: none"> o For each resource identified, <i>specific ways</i> to align it to the intervention model has been provided. 	

- **Instructional Reform**

With regard to the school's goal to increase math proficiency by 20 percentage points for students enrolled in grad, Roosevelt Career and Technical Academy will work collaboratively with Carnegie Learning, developer of Cognitive Tutor Algebra 1 and Bridge to Algebra Software. These two programs provide a research-proven instructional model for mathematics that provides ongoing and continuous formative assessment data. Thus, by the end of SY 2010-2011, students in grades 7, 8, and 9 will raise passing percentage on ISTEP+ by 20 percentage points over SY 2008-2009. The implementation model dedicates 40% of instructional time to the use of cognitive software in a lab and 60% of time to structured classroom support. To ensure that the program is implemented with consistency and fidelity, each math teacher will receive 12 days of job-embedded professional development provided by Carnegie Learning consultants.

The language arts/reading focus is designed to address those students in greatest need as identified by Title I Targeted Assistance program. Specialized reading opportunities will be provided for this population using Read 180 which differentiates instruction for students. Program B addresses the middle school student and Program C addresses the high school student. Read 180 offers in-class professional development as well as specialized training for teachers. Programs requires 10% whole group instruction with 30% teacher directed instruction, 30% computer assisted instruction and 30% extended reading using high interest audio books. This is to take place in a 90 minute block which will be supported by the extended day. This will be available to special education and regular education students who are identified as in greatest need.

The regular English classes will be supported through the use of the curriculum map and intensive job embedded professional development on the use of materials and strategies to differentiate instruction using data. Special education specialists will collaborate with teachers to support student needs using adaptation and modification of lesson activities. In addition, the cross curricular reading and writing strategies

<p>○ Multiple financial and non-financial resources have been identified and describe how they would align to the model.</p>	<p>will be given priority and supported using State standards and indicators. Monitoring by the principal will take place monthly to ensure the use of curriculum, strategies, and use of student data.</p> <ul style="list-style-type: none"> ● Development of teacher and leader effectiveness To ensure that the program is implemented with consistency and fidelity, each math teacher will receive 12 days of job-embedded professional development provided by Carnegie Learning consultants. ● Community involvement Local businesses, university partners, churches, and community resources will continue to offer scholarships, resources, mentors, and support for academic and athletic programs. Roosevelt CTA will make their needs explicit to all stakeholders to ensure that those who want to help will know how to help.
<p>○</p>	<p>We believe that by leveraging human and financial resources obtained through this School Improvement Grant, we can successfully sustain and integrate these reform practices into our school and community. Short-term funding sources such as the Stimulus Dollars, The LTC Cadre 1 Grant, and The LTC Cadre 3 Grant will have a multiplied effect through the appropriate use of Title I and Title II funding and long-term planning.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<p>The evaluation process is being developed following the IDOE effective teacher rubric. Teacher's evaluated as highly effective will be eligible for a \$300 - \$3,000 incentive.</p>
<p>b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<p>The evaluations will follow the timeline as outlined in collective bargaining agreement, with 55% based on student's performance and 45% on teacher effectiveness. Over 50% of the staff will be evaluated annually.</p>
<p>c) Clear dismissal pathway for ineffective teachers and principals.</p>	<p>Within the timeline is a clear dismissal pathway for ineffective teachers and principals. The dismissal pathway defines the process with at least three evaluations with documented teacher/principal support. Teachers evaluated as ineffective, based upon the evaluation rubric will be dismissed.</p>
<p>d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</p>	<p>The flexibility issue is being negotiated with the Collective Bargaining Agent. Currently we have some leverage through surplus procedure and reduction in force process. In addition, flexibility provides for hiring, retaining, transferring and replacement of staff determined by teacher evaluations.</p>
<p>e) <i>Appropriate</i> amount of instructional time added (if required by the model).</p>	<p>Additional instructional time requirement is being negotiated with Collective Bargaining Agent. Alternative scheduling not involving additional teacher hours is being investigated. Additional instructional time has been extended by 13,500 minutes per year to extend learning.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
a) <i>Continuous</i> measurement of effectiveness of model's implementation provided.	Planning Evaluation Research and Accountability (PERA) Department will continue to monitor student achievement on a continuous basis from the models implementation. Formative (Acuity) and Summative (ISTEP+) and ECA data will be monitored, distributed and analyzed. Progress monitoring will determine corrective action. Teacher and principal evaluations will be aligned to the collective bargaining agreement for teachers and administrative scheduling for principals.
b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.	Based on mid-year and end of year progress monitoring by PERA, corrective action will be implemented. We will continue to refine effectiveness measurements.
c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.	Detailed budget will be provided.

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

➤ *Instructions:*

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only*.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
- 3) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

Transformation Model

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

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>1. <i>Replace the principal who led the school prior to implementing the model.</i></p>	<ul style="list-style-type: none"> ● A recommendation will be made to replace the principal at the end of the 2009-2010 contract year. Documentation for replacement will be included in the evaluation. 	<p>Director of Elementary and Secondary Studies (Evaluator)</p>	<p>June 2010</p>
<p>2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i></p>	<p>Our teacher evaluation system will ensure quality teaching and promote professional learning. The research-based evaluation can be used to promote professional learning. Teachers will engage in self-assessment, reflection on practice, and professional conversation and they will become more thoughtful and analytical about their work and be in a position to improve their teaching. By shifting the focus of evaluation from “inspection” to “collaborative reflecting” educators can ensure the maximum benefit from the evaluation activities.</p> <p>With collective bargaining agents, teachers, principals, central office instructional personnel and technical assistants, evaluation systems will be developed for teachers and principals. Elements from the IDOE Teachers and Principal Effectiveness Rubrics,</p>	<p>Human Resources and Planning, Evaluation, Research & Accountability</p>	<p>June – August 2010</p>

	<p>(Charlotte Danielson) Ed Works evaluation protocols, and elements from state and national teacher and administrative standards will be used to collaboratively construct the instruments. Student growth and progress is an integral part of the design. Student progress monitoring will be used as one of the measures. Teacher and principal growth criteria will comprise 45% of the evaluation scale.</p> <p>Timeline for implementation</p> <p>August –</p> <ul style="list-style-type: none"> • Orientation of evaluation process, rubric and calendar <p>September –</p> <ul style="list-style-type: none"> • PD on the model initial hallway walks by administrator with assistance from tech provider <p>October –</p> <ul style="list-style-type: none"> • Teacher feedback from walkthrough administration feedback from tech assistant. • Teacher Pre Conference formal evaluation of 51% of tenured staff and all non tenured and long term assignment substitutes • Intervention/Professional Development <p>November –</p> <ul style="list-style-type: none"> • Initial Principal Evaluation • Interventions to address instructional weaknesses • Follow up evaluations <p>December –</p> <ul style="list-style-type: none"> • Written notification to all low performing staff after interventions 		
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	<p>January</p> <ul style="list-style-type: none"> • At least 3 classrooms observations of low performing staff • Notice of possible non-renewal of contract with recommendation corrective action/PD • Continued targeted PD <p>February</p> <ul style="list-style-type: none"> • Evaluation of staff by principal • Principal evaluation <p>March 15</p> <ul style="list-style-type: none"> • Final teacher evaluation • Notice of final non-renewal of teacher contract <p>April-June</p> <ul style="list-style-type: none"> • Continued observation and PD <p>June</p> <ul style="list-style-type: none"> • Administrative evaluation • Rewarding of incentives 		
<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>The current administrative team will be removed. The new administrative team will receive a ten to twenty percent (10 - 20%) increase over the district's established salary schedule. Other increases will be based upon overall performance and student achievement data.</p> <p>The district will use elements, with modification, of the Incentive Pay initiatives that have been implemented in several Texas Independent School Districts (TISD). This information is summarized in the document, Paying for</p>		

Results, Examining Incentive Pay in Texas Schools, September 2008, Brooke Dollens Terry, Texas Policy Foundation. The TISD Incentive Pay initiative uses a combination of school-wide (total staff) and individual incentives.

Principal and Administrative Team

The beginning salary will be increased from 10 to 20% over the base salary for a principal new to the district..

The actual starting salary will be determined by turnaround experience and performance vita. Increases in salary will be based upon performance targets in the following areas: Student Growth, Teacher Professional Growth, and Student Discipline Profiles: (attendance, suspensions, and expulsions).

Student growth includes performance on ISTEP + and the ISTEP End of Course Assessments (ECA). The expectation within a one year period will be to improve language arts and mathematics ISTEP + scores as follows:

LANGUAGE ARTS

- Grade 7 students by 20 percentage points
- Grade 8 students by 20 percentage points
- Grade 10 students by 20 percentage points
– ECA

MATHEMATICS

- Grade 7 students by 20 percentage points
- Grade 8 students by 20 percentage points
- Grade 9 Algebra I students by 20

	<p>percentage points – ECA</p> <p>Additionally, there is an expectation that increases of 10% to 20% will continue over a three- year period.</p> <p>Teacher professional growth includes teacher evaluations, (including student performance profiles), the percentage of teachers participating in professional growth activities such as training sessions, conference attendance and mentoring activities.</p> <p>Student discipline profiles will include student attendance, suspensions and expulsion rates. The expectation on an yearly basis is that there will be a 3% improvement in attendance rates, 20% reduction in suspension rates, 5% reduction in expulsion rates, and a 15% reduction in dropout rates. Dropout rates will be measured within cohort classes.</p> <p>Research indicates that teacher incentive awards should be based upon a combination of overall school performance and multiple evaluations of their classroom teaching. The System for Teacher and Student Advancement operated by the National Institute for Excellence in Teaching (NIET) recommends that teacher performance awards be allocated on a 50 – 30 – 20 percentage.</p> <p>Fifty percent (50%) would include teacher evaluations based on teaching skills, knowledge and responsibility and performance standards. Thirty percent (30%) would include individual classroom achievement growth. Twenty percent (20%) would include school-wide</p>		
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	<p>achievement growth.</p> <p>Using a version of this model, teachers will be eligible to receive incentive awards based upon teacher evaluations and a combination of individual classroom achievement and school-wide achievement growth. There will be a heavy emphasis placed on teacher evaluations based upon internal and external school improvement reports. We will allocate awards based upon a 55 – 45 breakdown. Fifty-five percent will be tied to individual classroom achievement growth and school-wide achievement growth.</p> <p>Performance areas will include state and local assessments, attendance, suspensions, expulsions, and dropout rates. The expectation on a yearly basis will be similar to performance levels outlined for the administrative team (20% each year in language arts and mathematics for a three – year period). A growth model will be used. School-wide performance awards will be handled by the principal with oversight provided by the Director of Elementary and Secondary Studies and a Compensation Steering Committee. Individual awards will range from \$300.00 to \$3,000.00. Awards will be used to support individual teacher initiatives or school-wide initiatives. For example, teachers will be allowed to purchase laptop computers for school or personal use. The teacher will be allowed to keep the equipment upon leaving the district. Also, teachers will be offered a stipend or will be able to use funds to continue their studies, add another degree, pay off existing educational loans, pay National Boards certification costs or increase their annuity contributions. Expenditure of funds must</p>	
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>The goal for professional development is to improve student learning/achievement at Roosevelt Career and Technical Academy, forty (40) percent in English/Language Arts and fifty (50) percent in Mathematics over a period of three years. Therefore, teachers must transfer what they learn during professional development structures to daily practice/real-life situations in their classrooms. This requires a variety of strategies to be implemented including, but not limited to, job-embedded coaching and modeling, administrative walk-throughs, rigorous, extended conversations as it relates to observations, ongoing professional learning communities, feedback, group lesson analysis, and collaborative analysis of student learning, all of which are centered around student achievement.</p> <p>The number one factor in student achievement is quality instruction, coupled with a rigorous standards-based curriculum. By enhancing teacher skills in data analysis, differentiated instruction, non-linguistic representation, and technology integration, all sub-groups will have access to core curriculum, best practices, and targeted instruction that meets the needs of the students and provide options for engaged learning.</p>		

In-depth Professional Development: 3-Day RtI and Differentiated Instruction Institute

RtI is the systemic process of meeting the educational needs of all students through professional accountability, therefore requiring in-depth professional development for teachers. It provides a framework for delivering comprehensive, high quality instruction based on data results for all learners. It ensures the implementation of evidence-based instructional practices, targeted interventions, and curricular enhancements that support students' learning. It is linked to differentiation of instruction in that it is the framework that supports grouping students, planning lessons differentiated by readiness, interest, and ability, and differentiating content, process, and product.

Differentiated Instruction is the vehicle through which we improve students' response to instruction. Based primarily on the work of Carol Ann Tomlinson, the Differentiated Instruction Institute focuses on content, process, and product. Teachers will focus on using assessment to drive instruction, techniques for differentiating, strategies for evaluating the success of their differentiation strategies, and most importantly, move from the theoretical to the application phase of differentiated instruction.

The 3-day Institute is interactive, hands-on, and personalized to learner needs. Participants are limited to thirty (30) in order to be consistent with the adult learning standards of the National Staff Development Council. Each participant will leave the Institute with a broader repertoire of strategies to use in the classroom in order to increase student success.

Job-Embedded Coaching and Modeling

		<p>Following the 3-day Differentiated Instruction Institute, teachers will participate in job-embedded coaching and modeling. An educational consultant will work shoulder-to-shoulder with teachers to support strategies for differentiating instruction. In this two-day cycle, teachers will spend approximately three (3) HOURS WITH EACH TEACHER EACH DAY OF THE TWO-DAY CYCLE. The strategies for differentiating are appropriate for secondary students and address learning needs in all content area classes.</p> <p>In an effort to gain momentum and maintain focus on teacher quality and increased student achievement, two (2) rounds of job-embedded coaching and modeling in the content-specific areas will be provided to all 100 teachers. Mathematics teachers will receive additional hours of coaching and modeling in the use of technology. In a third round, the teachers will participate in group lesson analysis. Small groups of teachers (maximum 5-6) observe an identified teacher as a lesson is delivered. The focus of the teacher observers is on differentiation, strategies employed, and student engagement. Following the classroom observation, the teacher and teacher-observers will meet with an educational consultant to debrief, engage in reflective discourse, and continue instructional planning. The first two rounds represent an initial shift of intensity, delivered one-on-one to increase teacher confidence and skill. The shift to the third-round group analysis provides for collaborative reflection and group conversations about successes and challenges regarding the efforts around differentiation in their classrooms.</p> <p><i>Administrative Walk-Throughs</i></p> <p>An administrative walk-through form that was available</p>
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at ed.gov is currently being adapted to align with the specific goals of the Gary Community School Corporation. Included on this form is the common language of content, process, and product. The form revisions included clear expectations, easy-to-understand language, and observational prompts consistent with the professional development efforts. Each observation prompt represents one point, and must be observable by the administrator, central office, staff, and/or coach. Based on the number of observable behaviors evidenced, subsequent walk-throughs will be scheduled. For example, if little evidence of differentiated instruction is visible, the next walk-through will be scheduled for the following week. If evidence of some differentiated instruction is visible, the follow-up walk-through will be scheduled for two weeks later. This provides a continual focus on the importance of the initiatives in this grant as well as on-going awareness of teacher needs and support for the teachers. Regular walk-throughs will take place at least every two weeks.

Debriefings will be conducted by the principal within 48 hours of the walk-throughs. Central Office staff, along with the principal, will engage in walk-throughs, collect observable evidence and collaborate with staff periodically in order to keep both the expectations and the language that supports RtI and differentiation consistent and clear.

Administrative Walk-Throughs: Extending the Conversations
The administrative walk-through model is based on the research by Lauren Resnick, University of Pittsburgh. Gary Community School Corporation seeks to take this model one step further. Math, Literacy, and Data

	<p>Coaches and administrators will receive training on the walk-through document itself as well as an additional document that will extend the professional conversations between teachers and administrators/coaches. The “Conversations” documents anticipate what might be observed if differentiated instruction efforts are not in place (disengaged students, whole class instruction, materials too difficult for all students to access, room arrangement not conducive to multiple learning formats, etc.), and a suggested next question for the teacher. By posing strategic questions, administrators and coaches will better understand the knowledge base of the teacher regarding differentiated instruction. For example, if only whole class instruction is visible, a reasonable “next question” for the teacher might be, <i>Under what circumstances do you provide instruction to small groups?</i> or <i>How do you determine which students participate in whole group instruction?</i> No matter what the teacher response is, the observer is likely to have a clear understanding of where the teacher is on a continuum for understanding differentiated instruction.</p> <p><i>Coaches Training Institute</i></p> <p>This two-day institute is designed to review goals and expectations with the Math, Literacy, and data Coaches involved in supporting the school. The basics of differentiated instruction will be reviewed, the walk-through document will be shared and coaches will receive training on “extended conversations”.</p> <p><i>Coaching and Modeling of Technology Integration</i></p> <p>Technology is an intriguing way to get students more engaged in instructional activities. This is especially true of the tech-savvy teens of today and is of critical importance to the struggling reader.</p>		
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With white boards and student responders in the classrooms, it is imperative that teachers understand how to access digital curricular resources as well as web-based resources. Technology training will be provided to familiarize teachers with the power of technology-based instructional tools. Following the initial training, coaching and modeling in the classroom will be provided to help teachers develop highly-engaging, technology-rich lesson plans. In subsequent years, the focus will shift more deeply to peer development and deepening of technology integration skills.

Integrating all aspects of professional development demonstrates a commitment to teacher effectiveness and student achievement. Gary Community School Corporation stands ready to deliver on its promise that all students have the right to be taught the skills they are expected to have.

Comprehensive Professional Development

Content-rich topics such as Building Background Knowledge, Vocabulary Instruction, Six Traits of Writing, and Text Comprehension Instruction will be rooted in classrooms through modeling and coaching. Data, including ISTEP+, district quarterly assessments, and classroom assessments support these development topics. Literacy Coaches and the district's English/Language Arts Curriculum Coordinator will support and enhance teachers' growth based on the student data results and collaborative analysis of student work.

Carnegie Learning Professional Development Services, Mathematics Coaches and the district's Mathematics Coordinator will provide modeling and coaching for math teachers to ensure implementation of standards-

	<p>based curriculum, which is meaningful, relevant, and fully engaging. <i>Algebra I</i> stimulates students via the integrations of technology; its non-linguistic representation component encourages students to solve problems using pictures as they advance to symbols. It is a pathway for structuring differentiated instruction and connecting to students' learning styles. Its focus on problem-based learning engages students in purposeful, world-related learning.</p> <p>Professional development innovations provide continuous on-site feedback about implementation and reflective conversations with teachers. It is provided over an extended period of time and evaluated based on teacher effectiveness, student achievement, and school achievement. The quality of teacher effectiveness will be measured by rubrics based upon the work of Charlotte Danielson's four (4) domains of professional practice. General and special education teachers will engage in classroom demonstrations and small-group collaboration focusing on planning and preparation, classroom environment, instruction, and professional responsibilities.</p>		
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Professional Development Plan Breakdown	
Days:	Development Activity:
9	Three 3-day RtI and Differentiated Instruction Institutes
2	Coaches training on walk-through documents
100	Round 1—Differentiated Instruction Coaching and Modeling
100	Round 2—Differentiated Instruction Coaching and Modeling
20	Round 3—Group Lesson Analysis
20	Writing and delivering technology-rich lesson plans
4	Initial training on technology-rich lesson plans (4 cohorts of 25)

<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>Gary Community School Corporation will meet this objective as follows:</p> <p><u>Establish a recruitment strategic planning team and teacher/administrator selection training:</u></p> <p>The recruitment strategic planning team will include district staff as well as school-based personnel such as principals and teachers. This will include the use of internal (e.g. District website, District radio/cable network) and external (e.g. education-specific publications and universities, local recruitment offices) recruitment sources. It is important to have all stakeholders in the process to give everyone greater ownership of the process and make it much more effective. The planning team will develop a clear mission, assess the needs of the district, and collect data</p>		
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	<p>to evaluate the effectiveness of the recruitment plan. Selection of team members will be made by the Superintendent of Schools and Assistant Superintendent of Curriculum & Instruction.</p> <p>Historically, the District has taken a more traditional approach to the interview and selection process of teachers. The District has tentatively selected a recruitment tool through an organization named Ventures for Excellence. Ventures for Excellence (a division of HUMANeX Ventures), is recognized as national leaders in the areas of personnel selection and professional development. Selected administrative staff will be trained by Ventures for Excellence consultants using a copy written cutting edge best practices in talent selection. Ventures for Excellence selection strategies include individual in-depth assessments coupled with specific recommendations that are based on research and student outcomes of what makes and excellent teacher.</p> <p>Ventures for Excellence will also play and integral role in assisting the District in the selection of turnaround administrative staff utilizing research based criteria specific to school administrative leadership. Ventures for Excellence has a module designed to the interview/selection of school leadership staff. Training can be provided for District staff, if time does not permit, Ventures of Excellence will provide the District with screening and candidates.</p> <p><u>Programs for continuing education opportunities</u> Currently the District works with the following programs to provide financial support for employees to attend</p>
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higher education institutions to obtain a degree in the field of education:

- Indiana University Northwest, Urban Teacher Education Program (UTEF)
- Supplemental Financial Aid and Gary Career Ladder Incentive Program (G-CLIP) for the areas of Match, Science, and Special Education
- Teach for America (Participation pending)

In addition, the District currently participates in transition to teaching programs. The District will continue to develop their partnerships with local colleges and universities as a method to recruit teachers.

Determine other incentives for potential hires (e.g. financial incentives)

The District may consider offering a sign-on bonus to new hires. Offering a sign-on bonus would increase the applicant pool. Sample incentives may include, relocation assistance, housing assistance (in District, or high needs subjects), or monthly housing stipends.

Additionally, financial strategies will be coupled with other strategies such as teacher induction programs, mentorship programs, professional development, supportive leadership, and teacher collaboration opportunities during the school day.

Evaluation of teachers

The District will select and implement an evaluation tool based on effective teacher research (e.g. Charlotte Danielson, Robert Marzano, IDOE, etc.). This tool will provide specificity regarding the elements of effective teaching and will provide a basis for identifying areas of effectiveness and areas where improvement is needed.

Effects on other schools – *How will the staffing of the School(s) impact staffing selections across the Corporation?*

The selection and transfer of certified staff must be in accordance with the Gary Community School Teacher collective bargaining agreement. If a teacher(s) is removed from their assigned building his/her new assignment will be based on seniority as required by the collective bargaining agreement. As a result of the seniority provisions, a more senior teacher can “bump” a lower senior teacher solely based on seniority without regard to the teacher’s level of performance.

Recruiting/Retention

Recruitment and retention of highly qualified teachers would include the offering of merit pay tied to components such as:

- Student achievement (based on District-established student growth objectives)
- Earning successful professional development

	<ul style="list-style-type: none"> ○ Advancing their skills and knowledge ○ Offer incentives for new teachers to work in the most academically challenging schools ○ Incent veteran teachers to remain in the school <ul style="list-style-type: none"> ● The District currently offers a mentor program for beginning teachers. We propose expanding the mentorship by providing supervised induction for new hires in the building to assist and provide support to the teacher. 		
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<p>6. <i>Provide increased learning time for students and staff.</i></p>	<p>Expanded Learning Time</p> <p>In order for expanded learning time to be effective, it will be established for all students. Emphasis will be on core instruction, intervention for students, and collaboration time for teachers.</p> <p>To be effective, we propose to add one (1) hour and fifteen (15) minutes to each day and 2 weeks to the end of the school year. All students will attend school from 8:00 AM to 4:00 PM. Scheduling time for staff will be staggered to reduce the budgetary impact. Some teachers will teach from 8:00 AM to 3:00 PM and some will teach from 9:00 AM to 4:00 PM. In this way teachers will still teach their 6 hour schedule while students will attend an extended 7 period day. Additionally, a Summer- Bridge- Program for incoming 9th grades and Saturday school experiences are planned for the students</p> <p>Core teachers of targeted RtI tier 3 students (those who</p>	Principal	August 2010 – June 2011
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need intensive interventions) will be scheduled for extended sessions. Daily common planning sessions for all core teachers to allow for collaborative time concerning student work. The additional hour and fifteen minutes will also allow those identified targeted students (tier 3) to receive intensive assistance through lab or basic skills classes as well as expanded AP and or High Ability offerings.

RtI tier 2 students will receive scaffolded instruction to address any areas of need as identified by progress monitoring. The extended time will be differentiated for time, pace, content and complexity of the curriculum. Following the Brooklyn Generation Schools model in New York, all students receive additional challenges and time to receive support from teachers connecting learning to real world/career connects. The National Center on Time and Learning cites these efforts as being among the practices that promotes improved student achievement, and decreasing the dropout rate if implemented properly. Lengthening the student instructional day for all students removes the stigma of remediation and academic detention. This also has the advantage of allowing students to accumulate extra credits that may be needed, receive needed interventions, pursue interests and projects, as well as participate in advanced offerings. Students not in need of the additional assistance (tier 1) will be programmed into additional career based academy and/or project classes and or artistic or athletic pursuits. This is also an opportunity to integrate internships, job shadowing, and college field trips. All teachers will participate in weekly targeted professional development based on student and instructional needs. In addition, a two (2) week summer

	<p>teacher conference will be held to practice the schedule, model common planning sessions and set goals and expectations for the year. In this way we are able to fully integrate expanded learning time and implement a balanced approach that provides for core academics, enrichment projects and for teachers to collaborate and improve their craft.</p>		
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>The staff of Roosevelt Career and Technical Academy will use data to implement an aligned instructional program. They will use data-driven decision making to ensure that:</p> <ul style="list-style-type: none"> • curriculum is aligned to the Indiana Academic Standards and the skills levels and interests • instruction is differentiated to meet the abilities, interests, and needs of ALL students and aligned to the curriculum • assessments are administered frequently, differentiated in difficulty level, reported immediately, and aligned to the adopted curriculum. 		

Curriculum

Among the root causes identified for the lack of student achievement across grade levels and subgroups was poor implementation of the adopted curriculum. Not only was the curriculum poorly implemented, but there were some teachers that seemed unaware that a curriculum even existed. In the absence of the expectation that instruction be driven by curriculum, teachers relied heavily on their textbooks or unwittingly focused instruction on the delivery of isolated skills and concepts. As a result, instruction focused on a hodge-podge of poorly connected skills with no clear connection to student interest or real-world applications.

The LEA and Roosevelt CTA staff have committed themselves to aligning all intervention programs, textbooks, instructional resources, technology, and professional development to the learning objectives outlined in the curriculum. In this proposal, we refer to the sum total of all of these pieces as the **instructional program**.

To ensure that the instructional program is implemented with consistency, integrity, and fidelity, the LEA will:

- I. Provide to a high level the technology, assessments and data to **align the instructional program**.
- II. Provide intensive and **ongoing professional development** in conducting and using assessment results.

	<p>I. Align the Instructional Program</p> <p>Through the use of data-based decision making, Roosevelt CTA students will attain high academic achievement and recover from the current comprehensive AYP status.</p> <p>Technology</p> <p>The staff at Roosevelt CTA will use technology to support ongoing revisions in the curricula and to prepare for and administer classroom, district, state, and national assessments. The teaching and counseling staff will:</p> <ul style="list-style-type: none"> • Provide copies of all components of the current curriculum (maps, matrix, bubble sheet, unit plan, and assessments) to all core content area teachers. • Use curriculum mapping software to support the development and ongoing revision of curriculum maps. • Use Exam View and other test-generator software to develop and differentiate classroom and common assessments to meet the interests and skills of students in all three tiers (RtI). Include test items that link to career clusters and pathways being implemented at Roosevelt CTA. • Use technology to develop computer-based and online tests, assign tests to students, and generate, read, and analyze reports. • Create mobile testing environments by securing at least one mobile lab (30-unit) and student response technology (clickers). By administering quarterly 	<p>Principal Coordinators</p>	
		<p>Director, Technology</p>	

	<p>benchmark assessments through classroom clickers and a single classroom computer, tests can be administered in the classroom.</p> <ul style="list-style-type: none"> • Implement with consistency and fidelity the Carnegie Learning (Bridge to Algebra and Cognitive Tutor Algebra 1) intervention program in mathematics at grades 7- Algebra 1. This program can be customized so that it is aligned to the district's mathematic curriculum. • Implement with consistency and fidelity the Read 180 intervention program in E/LA at grades 7-10. This program can be customized so that it is aligned to the district's E/LA curriculum. • Use Moodle or related software to provide a means for students and parents to support the instructional program from both home and school. <p>Assessments and Data Implement with fidelity the IDOE Response to Instruction (RtI) Model by analyzing data in small/large group settings to align the instructional program both horizontally and vertically.</p> <ul style="list-style-type: none"> • Place students in RtI tiers based on data, and establish a progress monitoring schedule for each tier. • Identify tiered interventions and set progress goals to measure progress. For students working above the 8th grade level assign digital intervention resources that measure and report progress. Star Reading and Star Math will be used across the grade levels to place students into one of three tiers. 	<p>Director, PERA Counselors Data Coach</p>	
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	<ul style="list-style-type: none"> • Implement with fidelity the IDOE Response to Instruction • Student response systems (clickers) as tools that provide immediate feedback and enable teachers to adjust instruction to address learning gaps and student current levels of understanding. • Use multiple measures, gathered from a variety of sources, to produce effective/comprehensive student evaluation tools. Measures will include environmental data (demographic or behavior), formative assessment data, criterion-referenced assessment data, and norm-referenced data (PSAT, SAT, etc.) • Adapt classroom assessments for students who need additional support such as differentiated levels of difficulty, time, tools, and quiet space. 		
	<p>II. Provide Ongoing Professional Development</p> <p><i>Conducting Assessments</i></p> <p>The LEA will provide the necessary training and support to ensure that all instructional staff members are or will be prepared to:</p> <ul style="list-style-type: none"> • Communicate on a regular basis the importance of all tests: classroom, district, state, and national exams. • Set the expectation that all teachers will administer required assessments with no exceptions. Expect a 95% participation rate in all assessments. • Monitor, proctor, or provide support to testing and observe testing protocols. • Use computer technologies to administer tests, 	Principal	

	<p>particularly the use of virtual calculators, and virtual manipulatives, and other technologies that support online testing.</p> <ul style="list-style-type: none"> • Implement Carnegie Learning’s Bridge to Algebra and Cognitive Tutor Algebra 1 software and Read 180 software to provide differentiated instruction to meet the needs of all three tiers in mathematics and tiers two and three in E/LA. <p>Using Assessment Data</p> <p>To support the acquisition of data and the timely dissemination of feedback, The Planning, Evaluation, Research, and Accountability (PERA) Department will gather, analyze and provide school-level data to administration and staff at Roosevelt CTA and appropriate district-level staff.</p> <ul style="list-style-type: none"> • Ensure that data concerning student achievement is readily accessible to all teachers. Provide a comprehensive snap shot, referred to as a School Profile, of current pertinent assessment data. Distribute profiles to all staff members, including non-teaching staff. • Ensure that every Roosevelt CTA teacher is registered to use IDOE’s Learning Connections web site. Use the site to access student data. • Use the 5-Step Problem Solving Model to make data-based decisions concerning curriculum, instruction, and assessment. Special attention will be given to content, sequencing, pacing, gaps/omissions in instruction, and student interests. 	<p>Director, PERA Principal</p>	
		<p>Director –</p>	

	<ul style="list-style-type: none"> • Analyze data and look for specific trends within a classroom or group of teachers. Use the results of this analysis to determine professional development or coaching needs. • Collaborate among teachers, district support staff, and university partners to identify gaps in instruction as evidenced by low student performance and teacher analysis of instruction. Provide research-based professional development to strengthen knowledge of best practices in curriculum alignment. • Collaborate monthly with teachers across the content areas to discuss ways that all content areas can support language arts and mathematics. By beginning with small interdisciplinary projects in year 1, we are confident that instruction in Roosevelt will become a model for project-based learning to other school districts across the state. Administer evaluations at the end of all training sessions/workshops to determine effectiveness. <ul style="list-style-type: none"> • Consult building administration/staff regularly to ensure that the needs of staff and students are being met. 	<p>PERA Coordinators</p> <p>Principal Teacher</p>	
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>8. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<p>Roosevelt Career and Technical Academy will promote the use of data to inform and differentiate instruction via the following:</p> <ol style="list-style-type: none"> 1. Implementation of routine teacher collaboration on a weekly basis. This collaboration would focus on the analysis of student work and of data for the purpose of grouping students instructionally. The analysis of student work would follow the <i>Standards in Practice</i> (The Education Trust) tuning protocol. This protocol's steps include: <ol style="list-style-type: none"> a. Completing the assignment the students were asked to do, b. Analyze the assignment/task assignment, c. Identify standards that apply to the assignment, d. Develop a rubric to score the assignment, e. Score the assignment individually, then come to group consensus, f. Discuss the quality, value of the assignment, identify student errors, identify an instructional response, and g. Identify the professional development needed to improve both the lesson and the students' response. <p>By using a tuning protocol, the teachers will have a clearer idea about where the student's thinking is breaking down. As a result, teachers can align instruction to the students' needs.</p>	<p>Supervisor Prof Dev</p>	

	<ol style="list-style-type: none"> 2. Repurpose faculty meetings into biweekly working sessions in which the school focuses on strategy implementation, data results, and reinforcing the correlation between student needs, teacher PD needs, teacher practice (including differentiation), and student results. 3. Cognitive Tutor Algebra I and Read 180, both technology-based instructional supports, support differentiated learning and require intensive professional development. Cognitive Tutor Algebra I is designed to address students in Tiers 1-3; this provides rigor for students regardless of current performance. Read 180 supports students in Tiers 2-3, addressing those in greater need. 4. Establish and maintain a school-wide data team. This team will consist of the Principal, the Math and Literacy Coaches, a certified Guidance staff member, a Special Needs teacher, and an Electives teacher. This team will collect and organize data. It will meet on a biweekly basis for 60-90 minutes to review data results, provide feedback, disseminate results school-wide related to instructional implementation data, and identify where to direct resources based on results (data-driven decision-making). 5. Roosevelt will routinely engage in progress monitoring in order to determine students' strengths and weaknesses. Common assessments will be administered and resultant data would be disaggregated by teachers to determine next improvement steps and to differentiate. Where applicable, progress monitoring via software will 	<p>Principal</p> <p>Coordinators English/LA Mathematics</p> <p>Principal</p> <p>Principal</p>	<p>Aug – June 2012</p>
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	<p>be used. Where no software is available, analysis of student work will be routinely implemented.</p> <p>6. Students will be surveyed at least twice per year to gather data for purposes of career guidance. The surveys will focus on how well students' academic experiences are infused with real-world themes and issues, and are building skill sets valuable to future success. These surveys will also be used by the guidance staff to inform their efforts to improve the graduation rate. The data can be used by them to collaborate with academic faculty around the depth and breath of real-world themes and issues that students experience.</p>	Counseling Staff	
<p>9. <i>Provide mechanisms for family and community engagement.</i></p>	<p>The low levels of parental involvement of the majority of parents continue to be a concern at Roosevelt Career and Technology Academy. School administrators and classroom teachers report that very few parents initiate visits to the school to observe or discuss their child's progress with the teacher. Classroom teachers report that the majority of parents are non-responsive when notes are sent home requesting a parent-teacher conference. Parent assistants, employed at the school to coordinate parent engagement activities, report that after repeated calls and mailings to the home of parents, there is no significant increase in parental involvement in the educational process of their child. Most visits to the school by parents are in conjunction with the parent's response to the students' involvement in disciplinary acts. It is evident that Roosevelt School was not implementing Joyce Epstein's (1995) six types of parental involvement as adopted for all schools in the</p>		

district.

A review of the Student Accountability Report that details the At-Risk indicators for students attending Roosevelt Career and Technical Academy reveals a large number of students failing English/Language arts and mathematics. It further revealed a large number of students with excessive absences, too few credits to graduate with their original cohort and numerous behavior referrals. Based on conversations with parents, many were not aware of their child's attendance record, behavior record and were not knowledgeable that the child had not acquired sufficient credits for on-time graduation.

The Roosevelt Alumnae Association, One Church/One School, Dads, Urban League of Northwest Indiana, Gary Literacy Coalition, COFFY, and other community organizations have readily responded to specific requests for assistance with special programs and other one-time events. Most critically, however, a system has not been established to sustain social and emotional supports necessary to engage parents in meaningful ways.

Henderson and Raimondo (2002) reported that of all the variables in a child's life, parent involvement has the highest correlation with student success. Jones (2001) noted how researchers and practitioners recommend that in order to nurture parental involvement, district school officials should redefine parent involvement.

Increasing the engagement of families and community is a priority for Roosevelt Career and Technology Academy. According to Henderson and Berla (1994) the family is critical to student achievement. It is the responsibility and obligation of the school to establish a system to promote meaningful parent involvement

activities for parents and extended family members. It is important that parents feel welcomed and respected in order to facilitate genuine, long-lasting collaborative partnerships.

Jones (2001) cited Epstein when relaying that the greatest impact on student achievement comes from family participation in well-designed, at home activities, regardless of the formal education of the parent or the racial or cultural background. Key findings revealed that a teacher's outreach to parents results in strong, consistent gains in student performance in both reading and math. Effective outreach practices include meeting face-to face, sending learning materials home, and keeping in touch about progress. Effective practices directly linked the school's parent involvement efforts to student learning.

Roosevelt Career and Technology Academy will host monthly Parent engagement workshops over the course of the grant which will guide parents on how to work with their children at home. Sessions will focus on helping parents understand how to reinforce academic achievement standards at home, how to monitor a child's progress and ways to work with educators to improve the achievement of their children. Teachers will participate in Educate the Educator workshops designed to train teachers in effective ways to involve parents in the education of their children. Additionally, teachers of middle grade students will use advisory periods to build stronger student-staff relationships.

According to Jones (2001) every school needs to make contact with every family on a monthly basis in order to raise achievement. Vail (2001) pointed out that educators and school leaders are increasingly seeing the

need to provide support to children through the provision of educational programs for their parents. Monthly topics provided for parents and extended family members of the Roosevelt Career and Technical Academy will emphasize designing and implementing activities that focus on using the six types of parental involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community.

Internal and external staff and community partners, with documented success in parent engagement strategies, will organize activities based on the actual student and parent data related to the entire Roosevelt population – grades 7 – 12. Pre/post data will reflect significant positive changes in:

1. Parenting – The basic obligations of parents include housing, health, nutrition, safety for their children.
2. Communicating – The basic obligations of schools include school-to-home communication (such as memos, notices, newsletters, report cards, conferences, and phone calls) and information (on schools, courses, credits, programs, and activities).
3. Volunteering – Parents volunteer their time and talents at school or school related activities.
4. Learning at Home – Parents help their children with homework and with setting educational goals.
5. Decision Making – Parents participate in PTA or

PTO type organizations and share in school decisions on policy, leadership, and advocacy.

6. Collaborating with the Community – Parents encourage partnerships with community resources and services.

Parent and educator training sessions will be provided through lectures, interactive discussions and parents' participation in role-playing and modeling activities. Registration sign-in sheets and evaluations will be retained to determine the number of times each parent participated in the training sessions and to record the impact of the training on aren't and child behaviors and student achievement. Additionally, parents will complete questionnaires and participate I personal interviews to determine how their perceptions and behaviors and modified as a result of their participation in the training.

The Parent Information and Resource Center (PIRC) will provide a series of training days focusing on parent engagement connected to successful post-secondary outcomes as identified in research from the Annenberg Institute's Beating the Odds Study and the corresponding College Pathways framework. A Family Involvement Action Team will include school personnel and parents who will attend sessions designed to create strong family, school, and community partnerships explicitly linked to the academic needs of the students. Participating team members participate in a total of six training days, a community panel review, and a learning fair sponsored by the Indiana Academy for Parent and School

Leadership. Team members are expected to use knowledge gained to share with other parents and community members at the school to increase meaningful parent engagement that improves student outcomes.

As we enter the 21st century, it becomes increasingly important that parents are engaged in similar technology initiatives as their children. The research is clear that what children are learning in school should be reinforced at home. In regards to technology, we find that when parents and their children work collaboratively the learning that occurs benefits both. Further, this engagement has been shown to strengthen parent, child, and teacher/school relationships. It is our aim at Roosevelt Career and Technology Academy to capitalize on this with the integration of our learning management system. The Gary Educational Learning Portal (GELP) will be used to keep the parents informed of what is going on within the class and school in general. Parents will be able to access student grades, calendars, course work and will have professional development resources available in the area of parent involvement and other support strategies. The site will also provide seamless integration to external online resources that will provide additional supports for social, emotional and community organizations.

Staff, parents, students and community partners will collaboratively develop a master calendar to maximize the potential for success in scheduling home visits, stakeholder surveys, mentoring, job-shadowing opportunities, etc. Information gleaned from workshop evaluations and parent surveys will be used to customize workshops based on parent needs. Transportation and

childcare will be provided. Workshop sessions will be held in the morning, afternoon and/or evening to allow parents the flexibility to attend at a time more convenient for them.

Ongoing training opportunities will be provided to parents to familiarize them with the State's ISTEP+ Parent Network site that offers parents secure access to their students' ISTEP + scores as well as the On Track Resource Guides designed to help parents stay connected and support student learning throughout the year. All training sessions will be evaluated. Evaluation results will be used to inform future workshops and determine the impact the parent engagement activities have on student behavior and academic outcomes.

The following community partners have joined the Urban League of Northwest Indiana, Gary Literacy Coalition, and Indiana University in pledging their support to the Roosevelt Career and Technical Academy (See attached letters of support).

Community Organizations for Families and Youth (COFFY) – is a network of community organizations providing opportunities that lead to the healthy transformation of Gary Indiana through the provision of services for families and youth. (COFFY) will provide another cadre of volunteers to support turnaround efforts at Roosevelt Career and Technical Academy.

DADS (Dads are Doing Something) – is an all male community organization whose members serve as male role models, chaperones, school patrol, volunteers, tutors, etc., will increase their visibility at Roosevelt Career and Technical Academy to assist in supporting the mission of the school and creating a safe learning environment within the school and community.

	<p>One Church One School – Organized faith-based institutions pledging support to students attending Roosevelt Career and Technical Academy in the areas of monitoring attendance and student achievement as well as offering counseling, social, and emotional support for students displaying disruptive behavior in the school setting.</p> <p>Roosevelt High School Alumnae Association – Former graduates structure mentorship programs, parent patrols and develop volunteer schedules to monitor student attendance while serving as ‘Models of success ‘for current students.</p>		
<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</p>	<p>Under the direction of the principal, the school will have the opportunity to implement a rigorous evaluation process, require professional development activities, apply incentives based upon student performance, schedule extended- day and extended- week schooling, revise budgets to support new initiatives and based upon evaluations recommend retention and dismissal of staff.</p>	<p>Principal, Superintendent, Asst. Superintendent and Human Resources</p>	<p>Entire 3-year period</p>
<p>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>	<p>SEA— Support the School Corporation in building the school’s capacity to make improvements by providing advisory support for aligning the curriculum to the State’s standards.</p> <p>LEA—</p> <ul style="list-style-type: none"> • Ensure stability of leadership within the school and build the administration’s capacity to meet the school’s considerable challenges. • Give freedom to the principal to select staff in order 	<p>Indiana Department of Education: Differentiated Learners Division Board of School Trustees, Superintendent,</p>	<p>Entire 3-year period</p>

	<p>to have personnel best suited to the school's needs.</p> <p>Support the school in providing professional development to staff to create stronger institutional delivery models that include strategies to address student learning styles/needs and engagement.</p> <p>Annual ongoing technical assistance will be provided for administrators and teachers offering various technical supports.</p> <p>Comprehensive extensive support will be provided by professional development, curriculum department, in conjunction with Ed Works, implementation specialist, content providers; ex: cognitive tutor.</p> <p>All of the providers that were investigated had experience in school improvement and transforming urban high schools.</p> <p>(See Appendix A)</p>	Support Staff
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

Check Your Work - Additional Requirements for All Models

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

Restart Model

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

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

If implementing the restart model, complete the table below.

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

Check Your Work - Additional Requirements for All Models

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

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

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - Goals: Language Arts**
Grade 7 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.
Grade 8 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.
Grade 10 students will improve by 20 percentage points on their English 10 ECA the first year and increase 10 percentage points each subsequent year.
 - Goals: Mathematics**
Grade 7 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.
Grade 8 students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 10 percentage points each subsequent year.
Algebra I students will improve by 20 percentage points on their ISTEP+ assessment the first year and increase 15 percentage points each subsequent year.
- Goal: Graduation rate will increase by 20 percentage points by reducing the number of students dropping out of school and increasing the number of student graduating within the 4 year expectation.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
Algebra I ECA Grade 9	26% of all students are proficient on ISTEP+ mathematics	41% of all students are proficient on ISTEP+ mathematics	56% of all students are proficient on ISTEP+ mathematics
8 th Grade	52% of all students are proficient on ISTEP+ mathematics	62% of all students are proficient on ISTEP+ mathematics	72% of all students are proficient on ISTEP+ mathematics
7 th Grade	48% of all students are proficient on ISTEP+ mathematics	58% of all students are proficient on ISTEP+ mathematics	68% of all students are proficient on ISTEP+ mathematics
23% of all students are proficient on ISTEP+LA GQE	43% of all students are proficient on ISTEP+ LA ECA	53% of all students are proficient on ISTEP+LA ECA	63% of all students are proficient on ISTEP+LA ECA
The graduation rate for 2008-2009 was 44.4%	Graduation rate of 64.4% for the 2010-2011	Graduation rate of 74.4% for the 2011-2012	Graduation rate of 84.4% for the 2012-2013

➤ *Complete "LEA Application: General Information" if have not already done so.*

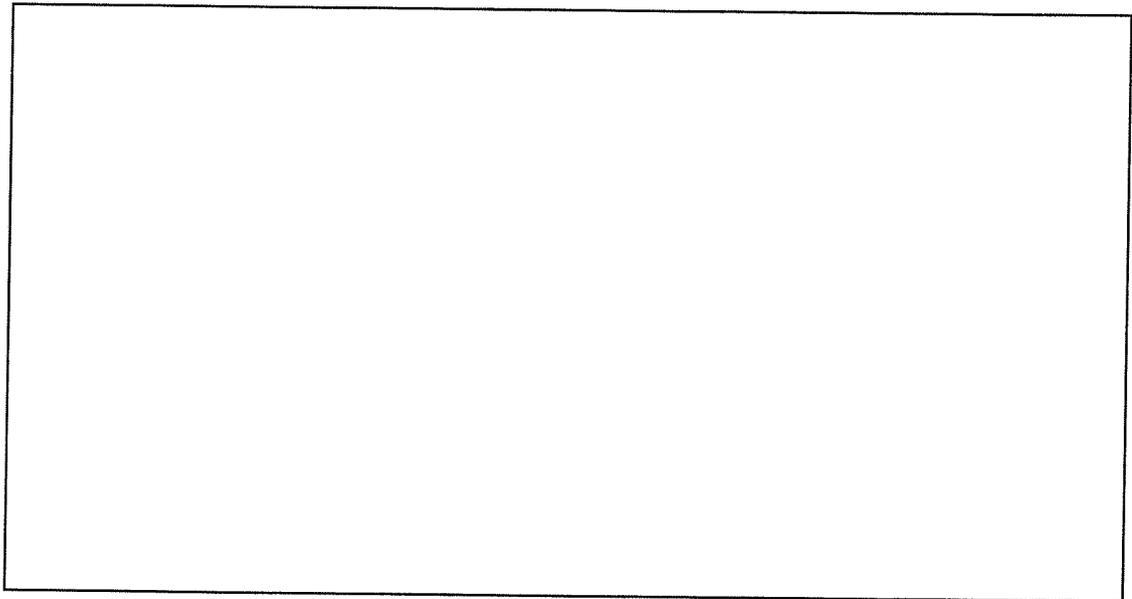
Section II: Budget

Instructions:

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

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

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



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

Attachment A: LEA Commitments Scoring Rubric

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

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No plan</i> exists to identify external providers. ○ Available providers have <i>not been investigated</i> as to their track record. 	<ul style="list-style-type: none"> ○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement. 	<ul style="list-style-type: none"> ○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.

<ul style="list-style-type: none"> ○ Parents and the community have <i>not been involved</i> in the selection process. ○ The provider <i>does not have</i> a track record of success. ○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract. ○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards. ○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>involved</i> in the selection process. ○ The provider selected <i>generally</i> has a track record of success. ○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract. ○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards. ○ The capacity of the external provider to serve the school is <i>briefly described</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process. ○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>. ○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract. ○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract. ○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards. ○ The capacity of the external provider to serve the school is <i>clearly described</i>.
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*A proficient score is rating is needed for approval.

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

*A proficient score is needed for approval.

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

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

*A proficient score is needed for approval.

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

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

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2010 - 2011

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Gary Community School Corporation
 Corporation Number: 4690
 School Name: Roosevelt Career and Technical Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL	
1. PERSONNEL (include positions and names)							
INSTRUCTION							
404.11300.11012		X		Roosevelt CTA Administrators(Above Base Salary)	\$ 70,000.00		
404.11300.11036		X		Tchr Suppl Svcs-Extended Learning Time	\$ 395,000.00		
404.11300.13004		X		Rewards/Performance Incentives	\$ 35,000.00		
JOB EMBEDDED PROFESSIONAL DEVELOPMENT							
404.22100.11036		X		Teacher Suppl Svcs-Prof Dev Stipends	\$ 300,000.00		
404.22100.11036		X		Dr. Dana Dodson-Prof Dev Stipends	\$ 28,000.00		
404.22100.11036		X		Read 180-Prof Dev Stipends	\$ 33,000.00		
404.22100.11036		X		Carnegie Learning-Prof Dev Stipends	\$ 79,386.00		
	0.00	TOTAL SALARIES					\$ 940,386.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.							
404.11300/22100		TOTAL FIXED CHARGES / FRINGE BENEFITS					\$ 179,614.00
3. TRAVEL: (differentiate in-state and out-of-state)							
					\$ -		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)							
404.11300.31900				ED WORKS-External Provider	\$ 185,000.00		
404.11300.31900				Charlotte Danielson	\$ 100,000.00		
404.11300.31900				Dr. Dana Dotson-Cognitive Tutor Algebra	\$ 28,000.00		
404.11300.31900				Pearson Learning	\$ 200,000.00		
		TOTAL CONTRACTED SERVICES				\$ 513,000.00	
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)							
		TOTAL SUPPLIES					

1. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE (see “General Instructions for Applying for a School Improvement Grant), complete the information below. Include all Tier I and II schools listed in the “General Information” document whether or not the LEA plans to serve them. Typing in the school name and indicate the grade span (e.g., K-5, 6-8, 6-12, etc.).
- 2) Complete the activities and information in the Tier I and Tier II application or the Tie III application. This will lead to an appropriate determination for the best “fit” of an improvement model for each specific school.
- 3) For each school below, place an “X” indicating the tier and the school improvement (intervention) model selected. (Add rows to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				No model will be implemented
				Turn-around	Transformation	Restart	Closure	
1. Lew Wallace STEM Academy (Formerly Lew Wallace High School- grades 9-12 during the 2008-09 school year)	7-12		X					X
2. Roosevelt Career and Technical Academy (Formerly Theodore Roosevelt High School- grades 9-12 during the 2008-09 school year)	7-12		X		X			
3. West Side Leadership Academy (Formerly West Side High School – grades 9-12 during the 2008-09 school year)	7-12		X					X

2. Explanation if LEA is Not Applying to Serve Each Tier I School

We have no Tier I schools.

3. Consultation with Stakeholders

Instructions:

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

School Name: Roosevelt Career and Technical Academy

School Number: 4033

Stakeholder Group	Mode of Communication	Date
Roosevelt Alumnae Association	Meetings & Technology	
School Improvement Team	Meetings & Technology	April 19,20,21,22,23,2010
Chamber of Commerce	Meetings & Technology	On-going (quarterly)
Indiana University	Meetings & Technology	April 21, 2010
Parent Teacher Organization	Meetings & Technology	April 21,23, 2010
Gary Teachers Union	Meetings & Technology	April 20, 2010
District Parent Advisory Council	Meetings & Technology	On-going (monthly)
Student Council	Meetings & Technology	On-going (monthly)
Urban League of Northwest Indiana	Meetings & Technology	On-going (monthly)
Gary Literacy Coalition	Meetings & Technology	On-going (monthly)

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

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

The LEA must submit a letter(s) from the teacher's union with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Gary Community School Corporation assures that it will

Corporation/Charter School Name

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

✓ F. Waivers

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

- Extending the period of availability of school improvement funds.

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

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

➤ *Complete Tier I and Tier II application or Tier III application if not already done so.*

**GARY COMMUNITY
SCHOOL CORPORATION**



FOCUSING ON THE FUTURE:

Creating 21st Century Schools

(219) 881-5402 • Fax (219) 881-4012

Board of School Trustees

620 East 10th Place – Gary, IN 46402

KENNETH A. STALLING, PRESIDENT
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DARREN L. WASHINGTON

June 8, 2010

Ms. Lee Ann Kwiatkowski
Director of Differentiated Learners
151 West Ohio Street
Indianapolis, IN 46204

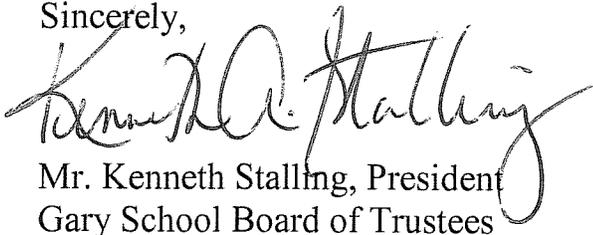
Dear Ms. Kwiatkowski:

As President of the Board of School Trustees of the Gary Community School Corporation, we are in support of the full implementation of the Transformation Model at the Roosevelt Career and Technical Academy.

Our Board will work closely with the superintendent, the administrative and instructional staff to maximize positive student achievement outcomes and staff performance.

Please feel free to contact me at (219) 881-5402, if further information is required.

Sincerely,



Mr. Kenneth Stalling, President
Gary School Board of Trustees

**GARY COMMUNITY
SCHOOL CORPORATION**



FOCUSING ON THE FUTURE:

Creating 21st Century Schools

(219) 881-5401 • Fax (219) 881-4102

DR. MYRTLE V. CAMPBELL, Superintendent

mvcampbell@garycsc.k12.in.us

620 East 10th Place – Gary, IN 46402

June 8, 2010

Ms. Lee Ann Kwiatkowski
Director of Differentiated Learners
151 West Ohio Street
Indianapolis, IN 46204

Dear Ms. Kwiatkowski:

As Superintendent of the Gary Community School Corporation, I am committed to the full implementation of the Transformation Model at Roosevelt Career and Technical Academy.

I am also committed to leveraging school funds to provide adequate resources and related support to effectively implement the selected interventions needed to “turn around” the achievement levels at Roosevelt Career and Technical Academy.

Our district has identified the necessary staff with the credentials and capability to implement this model successfully.

A commitment of support for the Transformational Model has been provided by the teachers’ union, the board of school trustees, parents, and other stakeholders.

Working collaboratively as a district, we will continue to “Focus of the Future as we “Create 21st Century Schools”.

Sincerely,

A handwritten signature in black ink, appearing to read 'Myrtle V. Campbell', is written over a long, thin horizontal line that extends across the page.

Dr. Myrtle V. Campbell
Superintendent of Schools



GARY TEACHERS UNION
LOCAL NO. 4

- 1401 Virginia Street
- Gary, Indiana 46407
- Phone (219) 886-7320
- Fax (219) 886-0411

Official Bargaining Agent For Teachers And Paraprofessionals

Foster B. Stephens, Jr., President

April 29, 2010

Nicole R. Nussbaum
Title I Specialist
Indiana Department of Education
Division of Differentiated Learners
151 W. Ohio Street
Indianapolis, IN 46204

Dear Mrs. Nussbaum:

This letter is to inform you that the Gary Teachers Union, Local 4, American Federation of Teachers, supports the Transformation Model for school improvement for Roosevelt Career/Technical Academy and all of its Required Elements and those Permissible Elements that may be negotiated through mutual consent.

Please feel free to contact me if you have any further concerns.

Sincerely,

A handwritten signature in cursive script that reads "Foster B. Stephens, Jr.".

Foster B. Stephens, Jr.
President

FBSjr/sad

c: George Comer
Sally Sloan
Charles Johnson

APPENDIX A

EDWORKS

Roosevelt Career and Technical Academy

Additional Information Provided in Response to Reader comments:

B. Selection of the School Improvement Model

Model Corresponds to Data

EdWorks was chosen for its record of success in improving graduation rates and its quick wins as identified below:

EdWorks' transformation process is designed to spark both short-term wins and long-term gains. Schools initially see improvements in climate, culture and attendance, followed by increases in reading and mathematics performance. Over the course of the five-year model, schools have experienced increases in graduation rate and state rankings, as well as closure of the achievement gap.

Quick Wins

- Dramatically improved climate and culture.
- Increased the percentage of students passing the state reading test by 38% in the first two years.
- Increased the percentage of students passing the state math test by 78% in the first two years.
- Increased attendance by 5% .

Long Term Gains

- Increased the graduation rate in our schools by 32%.
- Closed the graduation gap between our transformation sites and the state as a whole by more than 73%.
- Moved the African American graduation rate in our schools from six points below their counterparts in the state to *13 points above* the state.
- Improved state ratings in 80% of sites.

While initial EdWorks evaluation designs focused primarily on graduation rates, reading and mathematics outcomes, the following are typical comments, gathered through a customer feedback process initiated by third-party consultants, Schoolhouse Partners, in 2006 and 2009. These anecdotal data provide insights into areas school climate data.

- “They have made a huge difference for us. Helped us become more organized, to take control of our school in a collaborative manner.” – *Small School Leader*
- “We used to be on the front page nearly every day for a gun incident or a lockdown. Now we’re not.” – *Small School Leader*
- “As far as relationships go, I’m seeing them crystallize and form in a positive nature. I see our students staying together. They don’t want to go over to another school.” – *Small School Leader*
- “It has given our teachers an opportunity to collaborate with their colleagues and to have ongoing professional development that is meaningful.” – *Principal*

Model Creates Change

EdWorks will be engaged as a sort of general contractor at Roosevelt, ensuring full implementation of the transformation model.

Immediately upon engagement, EdWorks will convene a conference with the Superintendent, her leadership team and the President of the Gary Teachers Union Local No. 4 to map a detailed plan to contextualize the implementation of the EdWorks Model at Roosevelt over the course of the three-year period. Initial “intake discussions” revolve around the system-level supports that EdWorks’ experience in the field confirms are needed to achieve desired student outcomes. Essential questions guiding the planning process include:

1. Who will be the day-to-day decision maker at central office (superintendent or designee?)
2. Will that decision maker be the formal liaison with EdWorks and the site?
3. How will the district formally engage the union in the planning and implementation processes?
4. Are we developing autonomous small schools or small learning communities?
5. How will the district address the systemic conditions that lay the groundwork for success?
 - **Project Manager:** An employee who has the access and influence at central office to move the work forward in an expeditious manner. This position works best with fulltime focus in the first year and part-time thereafter.
 - **Campus Manager and SLC Principals:** appointment no later than August 1, 2010
 - **Teacher Leader(s):** minimum half-time release recommend for one Teacher Leader per building in the first year; minimum half-time release recommended for one Teacher Leader per SLC in Years 2-3. (*NOTE: The role of Teacher Leaders at Roosevelt will initially be filled by the three internal coaches: literacy, mathematics and transformation/graduation rate, with final role descriptions to be developed based on outcomes of the first year of work on the ground.*)
 - **Core Planning Team:** subs or supplemental contract work a minimum of one day per week in the planning year; one day per month in Implementation Year One; one day per quarter in Implementation Years 2-4

- **Small School Principals:** 2 days release each year for networking and time for full participation in the Teacher Summer Institute (see below)
- **Common Planning Time for All Teachers:** 2 hours per week throughout the three-year process
- **Teacher Summer Institute:** minimum 4 consecutive days in summer 2011, 2012, and 2013.
- **Accelerated Academies:** focused student intervention just prior to the ISTEP and end-of-course exams (in addition to any regular intervention practices)
- **Student Summer Bridge:** minimum 4 days as transition between grades 8 and 9
- **Short-Cycle/Formative Assessment Process** (either developed by a third party or the district) (In fall 201 and spring 2011, data gathered through the Carnegie Learning system and Read 180 will provide short cycle assessment data focused on ensuring 11th and 12th grade students have the knowledge, skills, credits and test results needed to begin to immediately improve the graduation rate. Based on the strength of the Northwest Evaluation Association system, “Measures of Academic Progress,” EdWorks will recommend that Roosevelt begin implementation of MAP with all students 7-10, in spring 2011. This will provide the baseline data for use with teachers in the first summer institute in 2011.

In September 2010, EdWorks will conduct an in-depth site assessment process at Roosevelt. The EdWorks Site Assessment process is an asset-based system that identifies a school’s strengths and areas for improvement based on a complete set of organizational effectiveness and instructional rubrics developed by the nationally-recognized curriculum and assessment specialists at Edvantia¹. (The rubric is in alignment with Charlotte Danielson’s evaluation rubric, but is far more detailed and instructive.)

Rubric Design

Two rubrics—Instruction and Organizational Effectiveness—are included in the EdWorks needs assessment system. Each rubric is designed to allow user flexibility and to provide leaders with the option to select the components or elements they wish to review.

The **Instructional Rubric** is designed around five focus areas: professional growth, unit design, lesson development, instructional delivery, and assessment of learning. The elements of each focus area describe the expectations for integrating and implementing effective research-based instructional strategies and practices into the curriculum. To teach an intellectually challenging class, teachers must be properly prepared and equipped with the skills necessary to evoke in students the desired responses to material, responses designed to deepen their engagement with and understanding of key course concepts, and to expand their repertoire of thinking skills and strategies. Having learned these elements of complex thinking, students understand what it means to master concepts at a higher proficiency level and are more likely to apply these

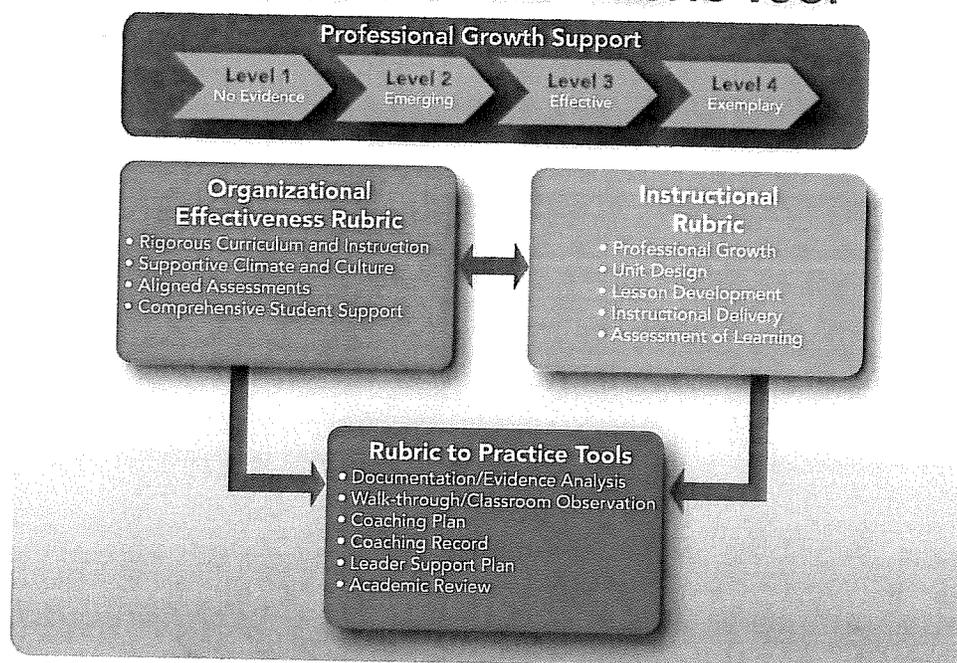
¹ Edvantia is a nonprofit corporation, founded in 1966, that partners with education agencies, foundation, publishers and service providers to transform education through research and development.

thinking skills in subsequent areas of study. Likewise, the knowledge and skills developed through key literacy elements enable students to engage texts critically and create well written, organized, and supported work products in all content areas.

Designed around the four essential components of the EdWorks Model – rigorous curriculum and instruction, supportive climate and culture, aligned assessments, and comprehensive student support—the **Organizational Effectiveness Rubric** is a comprehensive set of indicators used to review and assess progress that schools make in implementing high school initiatives designed to increase achievement for all students and prepare each student for life in the 21st century. The

Organization Effectiveness Rubric enables leaders to gather data that they can use to reflect on practices that are shaping the future of their school(s), to gauge their progress in implementing innovative high school practices, and to motivate staff and stakeholders to plan and implement strategies that will bring initiatives to scale. Additionally, data can inform the allocation of resources, define professional development needs, guide coaching plans, and prioritize areas in which administrative support is most needed.

Framework of the Rubric Tool



The Organizational Effectiveness Rubric components capture the essential practices of high schools that successfully prepare students for college, the workplace, and life in the 21st century. These schools are intellectually rigorous, innovative, personalized, responsive to all learners, student centered, and connected to real-world learning. The Organizational Effectiveness Rubric also measures how well the school is reaching beyond its doors to engage its community and collaborate with postsecondary educators and workplace leaders.

The rubrics have implementation levels that teachers and schools can use to gauge progress in implementing programs designed to prepare students for the workplace and college. Each implementation level describes the practices that a reviewer would expect to find as teachers and schools increase their level of professional practice. There are four levels of implementation, ranging from “no evidence” to “exemplary”, for each rubric indicator.

Teams of EdWorks coaches conduct assessments of each site based on documentary evidence, interviews with leadership and staff, and building walkthroughs. The documentary evidence for the site will include the state report card and data, professional development plans, lesson and unit plans, student work, course syllabi and the master schedule. Site assessment agendas include interviews of the superintendent and key central office staff and the school principal and leadership team. In addition, each assessment includes formal focus groups with teachers, students, parents and community members.

The EdWorks Site Assessment process launches an intensive asset-mapping process in the school and community that will continue throughout the first semester of the 2010-11 school year. Information gathered in the site assessment process identifies existing programs and resources and makes recommendations for their alignment with the transformation plan or phasing out, based on non-alignment with the current direction and goals.

These same rubrics will be used throughout the three-year engagement to mark progress in the critical areas of:

- Climate and Culture
- Rigorous Curriculum and Instruction
- Aligned Assessments
- Systems of Student Support

Upon completion of the rubric assessment, a team from EdWorks will meet with a core team of campus administrators, teachers, and central office representatives to develop a work plan. Since EdWorks utilizes an asset-based approach, successful improvements implemented by the schools will be honored and incorporated into the work plan. Roosevelt's work plan and implementation calendar will be contextualized to meet its unique needs. Using a fully-developed EdWorks process, this a core team of teacher and community leaders will facilitate additional conversations among teachers and other members of the school community to engage them in the school improvement process, and solicit their feedback regarding the approach.

EdWorks offers a well-developed process that is contextualized to meet local needs— EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

- Technical Assistance Coach
- Scope and Sequence for the design and delivery of effective, innovative high school education
- Easy to follow annual planning and implementation calendar
- Fully developed Teacher Professional Development Plan
- Hands-on Leadership Development Plan
- Teacher Summer Institute
- National Leadership Institute and Leadership Retreats

- Online social networking and professional learning community focused specifically on high school
- Data capture tools and customized dashboard presentation of results

And Continuous monitoring and adjustment.

D. LEA Commitments

External Providers

NOTE: I am not aware of your total process, but as I understand it, your Board helped with the search for a firm; EdWorks had recommendations from multiple locations; you agreed to speak with EdWorks based on the strength of recommendations and the EdWorks results in the areas of graduation rate, reading and mathematics—your focus areas. You may want to put some sort of description of your process here. If you considered other providers, you may want to list them.

Align Resources

As a “general contractor,” EdWorks focuses on helping sites align resources to gain the fullest possible impact on teacher practice and student outcomes. Rather than approaching school improvement through “siloes” individual programs, EdWorks weaves a tapestry of support for all students. *All* teachers in the building are involved in a scaffolded professional development system across the three years of the grant. The professional development begins by helping teachers become familiar with research-based best practices and then moves them systematically through the application of those practices, from data use and analysis, to development of personalized learning plans for students to lesson and unit design to vertical and horizontal alignment of a four-year curriculum. Proven programs like “Carnegie Learning” for mathematics and “Read 180” for literacy, are integrated into individual student learning plans, as indicated by baseline assessments and analyses of state data for those students.

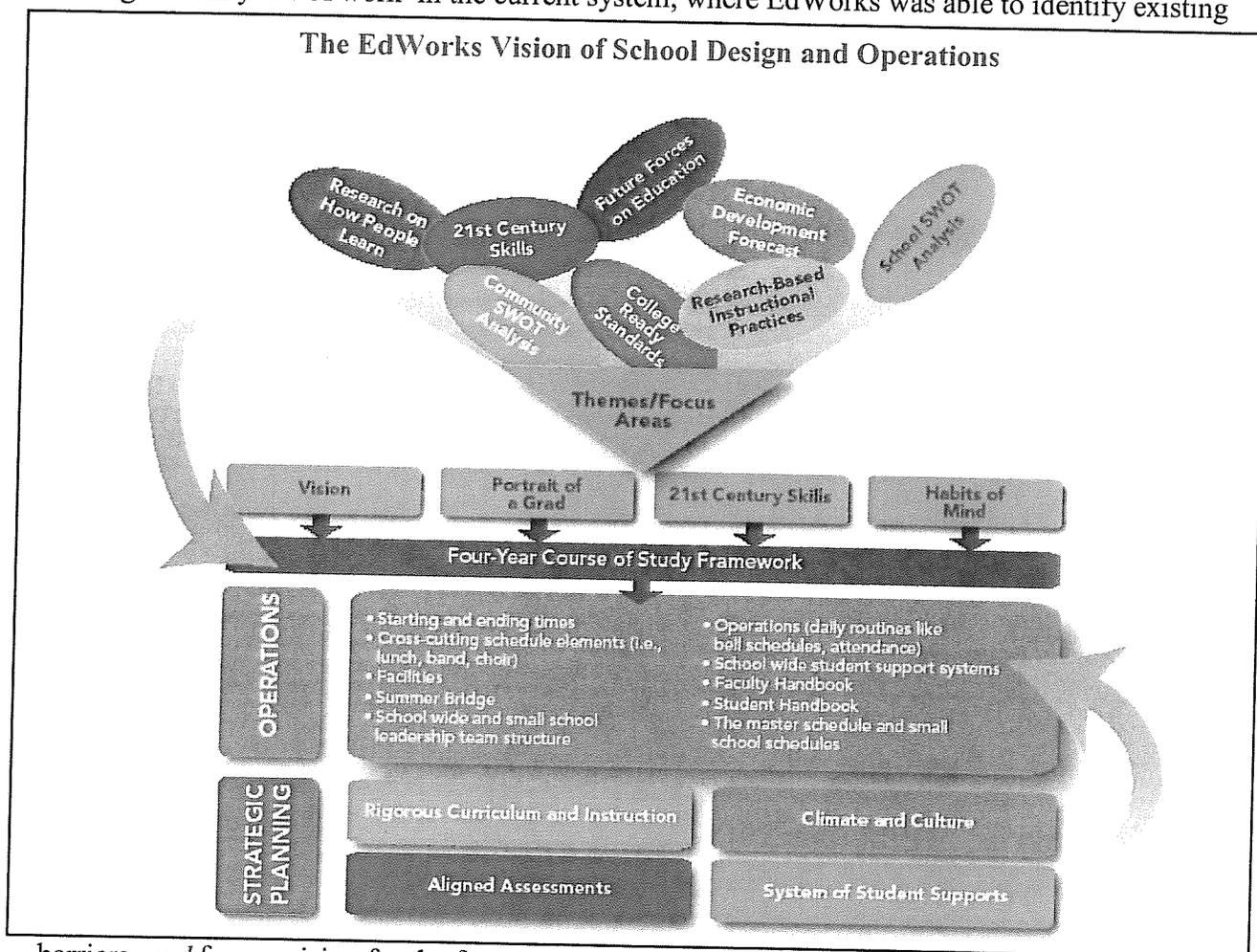
Modify Practices for Full Implementation

The EdWorks Model provides the infrastructure today’s high schools need to transform from the traditional “world of schooling” to a global “world of learning”—the passion they need to design and deliver high-performing Small Learning Communities at Roosevelt, rooted in the economic development plans of the region and reflecting 21st century global needs.

From the first day of work on the ground with a school, EdWorks begins focusing everyone in the school community on identifying specific 21st century skills and habits of mind to be displayed through the teaching and learning practices in a school. Everyone in the school learns how to integrate the research on how people learn with college and workplace ready standards, local economic development forecasts and research-based instructional practices into the design, operations and strategic plans for the transformed schools. The result is a learning organization

that exhibits a deep understanding of how content knowledge plays out in real world situations—key to Roosevelt’s Career and Technical focus.

The basic processes, tools, attitudes and approaches used on the ground with EdWorks’ partners emerged from years of work in the current system, where EdWorks was able to identify existing



barriers, *and* from a vision for the future emerging from two tools created by KnowledgeWorks, the parent company of EdWorks, and the internationally-known Institute for the Future: the *2006-2016 Map of Future Forces Affecting Education*, http://www.kwfdn.org/future_of_learning/2006_map/, and the *2020 Forecast*, http://www.kwfdn.org/future_of_learning/2020_forecast/.

The 2006-2016 Map highlights the emergence of new kinds of *participation*. It shows the economic activities created by bottom-up, collaborative behaviors, including an expanding learning economy where schools no longer have a monopoly on teaching and the use of networking capabilities to connect and catalyze action. The learner and his or her parents are active participants in assembling education opportunities, with the learner at the center.

With the 2020 Forecast, *creation* emerges as a powerful force. The forecast envisions a world where bottom-up, collaborative, innovative capabilities give us the means to re-create nearly

everything. A parent in the world of creation will actually *create* new learning experiences in collaboration with educators. Parents, students and employers will take action to push schools to teach the skills needed for the rapidly changing world. The bottom line is that, in a world of creation, it is up to all of us to engage in creating the future of learning.

The lessons emerging from these framing documents permeate everything in the EdWorks Model, from the recommended core course of study for all students to the 21st century teaching practices that fully integrate the use of collaboration and technology for teaching, learning and assessment. They expand Roosevelt’s vision of what it means to create a system in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.

EdWorks’ teacher professional development and coaching systems are rooted primarily in the research and practices of:

- Grant Wiggins and Jay McTighe, *Understanding by Design*, 2005
- Robert Marzano, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2004; and *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 2007
- The International Center for Leadership in Education’s Rigor & Relevance Framework
- Gayle Gregory and Lin Kuzmich, *Differentiated Literacy Strategies for Student Growth and Achievement* in Grades 7-12
- National Research Council, *How People Learn*, 2000.

While the full implementation plan will be contextualized to meet the needs of Roosevelt, particularly the addition of deliverables for grades 7-8, the transformation system will be implemented according to this basic schedule:

Phase	Timeline	Service/Intervention	Deliverable
Preliminary Work Setting the Stage for Success	Summer	<ul style="list-style-type: none"> • Confirm system-level supports • Develop parameters for formal union engagement in the process • Finalize reporting process and approximate dates for meetings • Identify local community engagement partner • Recruit and Appoint Core Planning Team Members • Identify principals and teacher leaders 	<ul style="list-style-type: none"> • Detailed work plan • EdWorks detailed calendars and work plans contextualized to meet the unique needs of each site
Preliminary Work	Sept 2010	<ul style="list-style-type: none"> • Conduct EdWorks Rubrics-Based Needs Assessment of Organizational Effectiveness 	<ul style="list-style-type: none"> • EdWorks Assessment Report and recommended scope of work for each site
Year One	Quarter One	<ul style="list-style-type: none"> • Hold first leadership retreat: Getting the 	<ul style="list-style-type: none"> • Completed

2010-11		<p>culture and Climate Right for Student Success</p> <ul style="list-style-type: none"> • Hold an in-depth safety audit and develop safety plan • Begin a Triage Process with 11th and 12th graders • Engage staff in learning sessions to understand regional economic development plans for use in the transformation process • Engage staff in learning process to understand the future forces affecting education • Engage sites in identity /theme development for the transformed schools • Launch community Engagement 	<p>three-year plan of action with customized benchmarks and milestones for Roosevelt.</p> <ul style="list-style-type: none"> • Deepened focus areas, structures and operation systems in place for the small learning communities, to become fully operational in fall 2011-12 • Student academic Triage system implemented with targeted interventions for all 11th and 12 graders to gain needed credits and other requirements for graduation. • Targeted 8th, 11th grade students participate in intensive “Accelerated Academy” interventions to increase chances of success on secondary assessments • Implemented year one of the teacher and leader professional development
	Quarter Two	<ul style="list-style-type: none"> • Make recommendations on school themes/focus areas • Engage sites in operations planning for the transformed schools • Identify college/university partner • Finalize the processes for teachers and students to indicate interest in specific themed schools • Train principals to lead the strategic planning process • Train leaders in innovative budget development • Train leaders in effective scheduling strategies for personalization • Conduct Matrix Analysis of Course offerings; determine courses for the coming year 	
	Quarter Three	<ul style="list-style-type: none"> • Engage sites in strategic planning for organizational effectiveness, in School Climate and Culture; Rigorous Curriculum & Instruction, Aligned Assessments and Student Supports, based on EdWorks rubrics • Complete and sign MOU between the district and the union to support the transformation process • Research and apply for waivers from the state, if needed 	
	Quarter Four	<ul style="list-style-type: none"> • Finalize SMART Goals and Annual 	

		<p>performance targets</p> <ul style="list-style-type: none"> • Finalize formal agreements with community engagement and university partners • Hold final “closing ceremonies” for the old, traditional high schools • Conduct teacher summer institute one, “Introduction to Rigor and Relevance” • Conduct leadership retreat two, “Leadership for Results” • Conduct readiness check for opening in fall 2011-12 	plans.
Year Two 2011-12	Quarter One	<ul style="list-style-type: none"> • Conduct Student Summer Bridge • Conduct fall short cycle assessments • Launch Professional Learning Communities twice monthly • Conduct Teacher Professional Development: Implementing Advisories and Personalized Student Growth Plans, Part 1 • Conduct Teacher Professional Development: Implementing Advisories and Personalized Student Growth Plans, Part 2 	<ul style="list-style-type: none"> • All 9th and 10th grade students enrolled in a college and career-ready curriculum • Increase on-time grade-level progression over baseline school year • Decrease dropout rate between 9th and 10th grade over baseline school year • Increase attendance over baseline school year • Decrease Type A and B disciplinary offenses over the baseline school year • Reduce the number of failing grades over baseline school year • Implemented
	Quarter Two	<ul style="list-style-type: none"> • Conduct Teacher Professional Development: Exploring and Using Short Cycle Assessments, Part 1 • Professional Learning Communities twice monthly • Conduct Teacher Professional Development: Exploring and Using Short Cycle Assessments, Part 2 • Conduct community conversations • Review fall data dashboards • Review course offerings and scheduling; make adjustments for the second semester • Conduct winter short cycle assessments 	
	Quarter Three	<ul style="list-style-type: none"> • Conduct EdWorks Annual Rubric Assessment • Professional Learning Communities twice monthly • Conduct Teacher Professional Development: Developing, assigning and assessing student work; lesson design and 	

		<p>delivery, Part 1</p> <ul style="list-style-type: none"> • Conduct intensive “Accelerated Academies” for 11th and 12th graders in danger of not passing end-of-course tests • Conduct Teacher Professional Development: Developing, assigning and assessing student work; lesson design and delivery, Part 2 • Review and discuss winter data; make adjustments 	<p>year two of the teacher and leader professional development plans.</p>
	<p>Quarter Four</p>	<ul style="list-style-type: none"> • Conduct teacher professional development: research-based instructional models and student performance, Part 1 • Conduct EdWorks senior leader site visit • Conduct end-of-year school wide community service project • Conduct teacher professional development: research-based instructional models and student performance, Part 2 • Review and discuss spring data; make adjustments • Conduct Teacher Summer Institute 2: Instructional Planning, Standards, Formative and Summative Assessments, Differentiation • Conduct Leader Retreat 3: Sustaining Personal Growth and School Climate, Equity, Democracy and Vision to Action • Complete final data collection for the year; analyze, discuss, make adjustments to the plan for the coming year 	
<p>Year Three 2012-13</p>	<p>Quarter One</p>	<ul style="list-style-type: none"> • Conduct Student Summer Bridge • Conduct fall short cycle assessments • Professional Learning Communities twice monthly • Conduct Teacher Professional Development: Student work and unit design and delivery • Conduct Accelerated Academy for all 11th and 12 graders who have not passed end-of-course tests • Prepare 9th and 10th graders to take the OSAT and PLAN 	<ul style="list-style-type: none"> • All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum • Increase end-of-course passage rates over school year 2010-11 • Increase on-time

	<ul style="list-style-type: none"> • Complete fall data collection 	<ul style="list-style-type: none"> grade-level progression over school year 2010-11 • Decrease dropout rate over school year 2010-11 • Increase AP Participation over 2010-11 • Implemented year three of the teacher and leader professional development plans.
Quarter Two	<ul style="list-style-type: none"> • Conduct Teacher Professional Development: Differentiation and Student Performance • Engage in online networking events for teachers and leaders • Professional Learning Communities twice monthly • Conduct Teacher Professional Development: Formative and Summative Assessments • Review and discuss fall data; make adjustments for second semester • Identify internal literacy and math coaches; launch training process for internal coaches • Conduct Teacher Professional Development: Instructional Models and Rubrics 	
Quarter Three	<ul style="list-style-type: none"> • Conduct EdWorks Annual Rubric Assessment • Professional Learning Communities twice monthly • Conduct Teacher Professional Development: Assessing the Effectiveness of the Course of Study • Review Student Progress on Personalized Student Growth Plans; Review the process for Growth Plan development; make adjustments • Conduct intensive "Accelerated Academies" for 11th graders in danger of not passing end-of-course tests • Review and discuss winter data; make adjustments 	
Quarter Four	<ul style="list-style-type: none"> • Professional Learning Communities twice monthly • Conduct Teacher Professional Development: Review of the effectiveness of instructional plan developed in Summer Institute 2; make adjustments • Establish an induction program for new teachers and students 	

		<ul style="list-style-type: none"> • EdWorks senior leader site visit • Conduct end-of-year school wide community service project • Conduct Teacher Professional Development: Review the effectiveness of formative assessments and rubrics developed in Summer Institute 2 • Conduct community conversations • Review and discuss winter data; make adjustments • Conduct Leader Retreat: Supporting Rigorous Curriculum and Instruction, Data Use and Analysis and School Wide Accountability for Results • Conduct Teacher Summer Institute 3: Curriculum Alignment, Vertical Scope and Sequence Development, Content-Specific Professional Development, Designing Early College Experiences in Core Content Courses 	
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The EdWorks system is designed for full inclusion of special education students (per IEP) and teachers in the core content classes. Joint planning and instructional delivery by regular and special education teachers ensures a seamless system of support for students.

The EdWorks System of Support for Roosevelt

Through full participation in the EdWorks professional and leadership development process, Roosevelt and the Gary system will build capacity within their most valuable resources—their district, school and classroom leadership—to sustain and continuously improve the operations and outcomes of a high-performing high school *and translate that passion to their students.*

Technical Assistance and Professional Development

Building from the latest research on effective high school design/transformation, EdWorks employs a five-year model proven to move schools from building capacity to sustaining it. Roosevelt will be participating in the first three years of this model under this SIG award. To ensure full implementation of the system, EdWorks provides both on and off-site technical assistance as well as embedded professional development, and a national Leadership Institute.

On-site technical support: EdWorks' on-site support is provided by a highly skilled Technical Assistance Coach who works at the district and building levels to lead the design or transformation of a high school. The technical assistance focuses in three areas: organizational support, leadership development and teacher professional development. The coach's primary role is to guide the school's leaders and staff through the one-year planning and four-year implementation process. Key to the success of the EdWorks Model is the ability to offer specific, highly contextual technical assistance in such critical operational areas as labor-management collaboration scheduling and business plan formation, in addition to its integrated, leadership and teacher professional development systems.

Off-site technical support: EdWorks technical assistance coaches are available to sites on a continuous basis through the Educators Knowledge Network (EKN). EKN is an online professional learning community and shared space for collaboration and innovation among educators. Through the Network, educators share experiences, curriculum and instructional ideas, professional development, and best practices in a confidential, supportive environment. Additionally, shared-space conversations among district administrators, school leaders, teachers, and partners provide opportunities to discuss challenges and successes in the school design process in a positive environment. Professional development materials reside on EKN, and the online community provides an opportunity to extend the learning beyond the sessions.

In addition, the EdWorks Senior Coach and the organization's Directors of Education Strategy and National Field Operations stand ready to support the on-site coach through the contextualization of the model in critical areas, and by assuring that the work is moving forward on task and on time.

Sustain Reform

Because the EdWorks system has been shown to have its greatest results over a five-year period, the Gary Community School Corporation will seek support to complete the final two years of this process in 2013-14 and 2014-15. The EdWorks Model focuses, in those years, on shadowing and mentoring principals and teacher leaders to ensure they are ready to continue the improvement process once the EdWorks process has come to an end.

E. Implementation of Specific Intervention Models

Replace Principal

As general contractor, EdWorks will, upon awarding of a contract, assist Gary in the recruitment and identification of a visionary campus manager and SLC principals for Roosevelt. EdWorks will use its national contacts to help identify candidates and will work hand-in-hand with Gary human resources leaders to advertise in electronic sources (such as the Small School Workshop's listserv, LinkedIn, and others.) The job descriptions of the campus manager and SLC principals will be revised to reflect the following qualities:

The campus manager and Small Learning Community principals of a transformed high school are, first and foremost, data-driven facilitators of learning and collaborative leaders who look to the strengths of the whole to achieve common goals and outcomes for students, schools, teachers, classrooms, and communities. They must possess and display the leadership characteristics that are associated with all effective school leaders, as outlined in the ISLLC Standards² (Interstate School Leaders Licensure Consortium) for School Leaders. In addition, they must be comfortable with the knowledge that in today's complex, global society, problems generally do not lend themselves to one-time, simple solutions. The campus manager and SLC principals display adaptive leadership qualities, i.e., being able to successfully respond to problems that "are not amenable to authoritative expertise or standard operating procedures" (Heifetz and Linsky, *Leadership on the Line*):

- Driven to develop, articulate, and promote a collaborative community-wide vision of the school.
- Possess the moral courage to stand up for vision of the school and work collectively with staff, students, and families to do what is right for the students in the school.
- Instructional leader who uses data and information to shape a culture and climate of achievement and a sense of joy around teaching and learning.
- Build strong personal relationships with the staff and school community by actively communicating with all members of the school community.
- Know personal strengths and weaknesses and surrounds himself/herself with a strong team that possesses a wide range of complementary skills.
- Committed to a distributive leadership process, knowing how to delegate to achieve ownership and results.
- Operates for the good of all learning community members.
- Displays the heart and mind to support and foster the characteristics of effective teachers in a Redesigned High School.
- Works relentlessly for personal growth and development.

During the course of engagement with a school, then, EdWorks develops distributive leadership systems with the schools and coaches their full implementation. The EdWorks practice of distributive leadership is rooted in the belief that *empowered team members achieve organizational and personal results*, a fact that has been demonstrated through the independent

² "Collaborative Professional Development Process for School Leaders," Council of Chief State School Officers in Partnership with The National Policy Board for Educational Administration, © 2000, Chief State School Officers, pp. 2-3.

research and writing of such internationally recognized leadership experts as Michael Fullan, W. Edwards Deming, James Collins, Mike Schmoker, and Ronald Heifetz, among others.

In summarizing the research on effective schools, Mike Schmoker, in *Results Now*, refers to the study, *Beyond Islands of Excellence*. Schmoker notes that the school districts in the study “were successful—across socioeconomic lines—because leaders understood that effective teamwork is fundamental to success. It was important that these districts ‘worked on working together.’” (p. 127).

A school with a formal, fully-developed distributive leadership system, under the EdWorks Model exhibits the following:

- The school’s practices and policies clearly signal that increasing rigor and improving student achievement are *shared* responsibilities and that *all* members of the school community have a role in accountability for student achievement.
- The school is supported by a district wide system that communicates commitment and support for rigorous curriculum and instruction for *all* students.
- The school provides opportunities for staff to assume leadership roles at all levels. The school formalizes distributive leadership practices by:
 - Identifying activities in which distributive leadership has the greatest effect on student learning
 - Collaboratively developing school plans that clearly identify leadership roles and responsibilities
 - Providing extensive professional development in leadership areas such as consensus building, school improvement planning, problem solving and collaboration, data collection, evaluation, etc.
 - Mentoring staff as they assume leadership roles
- The school has clearly defined leadership roles for students, and students are encouraged to assume leadership roles in the school community.

Evaluation Systems

EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection, taking stock of everything from central office supports for the school turnaround work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders. The ongoing formative and summative process is conducted under the direction of a third-party evaluation organization contracted and compensated by EdWorks. *Measures for grades 7-8 will be developed jointly with the Gary Community Schools and will begin with Indiana’s ISTEP assessment results.*

The following data collection tools are used to obtain the data needed to create the desired reports:

1. **School Data Collection Template:** completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the

school and which do not require special interpretation or analysis during the process of collection.

2. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.
3. **Student, Teacher and Leader Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
4. **Client Satisfaction Survey:** Survey to further EdWorks' understand of how well it is serving its clients and to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

Student data will be disaggregated by gender, ethnicity free and reduced price meal eligibility, ELL and special education, and year in school, as available.

Three reports will be generated:

Report One: Engagement and Model Implementation – Annually

- **Measurement Need:** Is the EdWorks model being implemented with fidelity, and is the school progressing?
- **Reporting Approach:** Demonstrate school's progress employing all of the components of the EdWorks model

Engagement Summary Measures, plus ...

Metric	Analysis
Rubric Level, Rigorous Curriculum and Instruction	Trend, Benchmark
Rubric Level, Advisories	Trend, Benchmark
Rubric Level, Personalized Growth Plans	Trend, Benchmark
Rigorous Curriculum Enrollment	Trend, Benchmark
Rubric level, Performance-Based Alternative Assessments	Trend, Benchmark
Professional Development Adoption	Trend, Benchmark
Student attendance rates	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Overall Level, Instructional Rubric	Trend, Benchmark
Instructional Delivery Assessment	Trend, Benchmark

Statewide Test Performance	Trend, Benchmark
Progression	Trend, Benchmark
Graduation	Trend, Benchmark

Report Two: Interim Student Growth -- Quarterly

- **Measurement Need:** Are students improving academically so that they will be prepared to progress at the end of the year?
- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions—by category of action	Trend, Benchmark
Formative/Short cycle assessment performance	Trend, Benchmark
Grade distribution	Trend, Benchmark
ACT/SAT Participation	Trend, Benchmark
College applications	Trend, Benchmark
College /technical Course Participation ¹	Trend, Benchmark
Internships, community service, research assistantships, apprenticeships	Trend, Benchmark

¹Critical measure for Early College High Schools

Report Three: Annual Student Growth – Annually

- **Measurement Need:** Is student academic achievement increasing?
- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success.

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Rigorous curriculum enrollment	Trend, Benchmark
High stakes test performance	Trend, Benchmark
On time progression	Trend, Benchmark

On time graduation	Trend, Benchmark
Technical Certificates Earned	Trend, Benchmark
AP/IB course participation	Trend, Benchmark
AP/IB course performance	Trend, Benchmark
College/ technical course performance	Trend, Benchmark
College course completion ¹	Trend, Benchmark
ACT/SAT Participation	Trend, Benchmark
ACT/SAT Performance	Trend, Benchmark
College applications	Trend, Benchmark
College/ technical school enrollment	Trend, Benchmark

¹Critical measure for Early College High Schools

Rewards for School Leaders and Staff—EdWorks does not have enough information to assist with this.

High Quality, Job-Embedded PD

The schedule described above provides specific topics and timing for professional development. EdWorks will collaborate with Gary to find ways to deliver professional development on the schedule outlined below. Time will be scheduled through a combination of early release, substitutes and stipends for out-of-contract work.

RECOMMENDED MINIMUM MONTHLY DIRECT PROFESSIONAL DEVELOPMENT HOURS FOR THE EDWORKS MODEL

Year One	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Annual Hours
week 1				2	2	2					2		
week 2				2	2	2	2	2	2	2	2	40	
week 3			2	2			2	2					
week 4			2				2	2	2	2			
Total			4	6	4	4	6	6	4	4	4	40	82

Year Two	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Annual Hours
week 1		12		2	2	2	2	2	2	2	2		
week 2					2	2					2	30	



week 3			2	2			2	2	2	2				
week 4														
Total	12	2	4	30	76									
Year Three														
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Annual Hours	
week 1		12		2	2	2	2	2	2	2	2			
week 2					2	2					2	30		
week 3			2	2			2	2	2	2				
week 4														
Total	12	2	4	30	76									

In addition, as described below, EdWorks will help Roosevelt develop on-site Professional Learning Communities and will facilitate participation in the online PLC, Educators Knowledge Network.

Strategies to Recruit Staff

The EdWorks Model is designed to work with existing staff and move them forward as a full school. In EdWorks' experience, urban schools like Roosevelt have few opportunities to bring in large numbers of new teachers. Improving the performance and outcomes, primarily with the existing staff, is critical.

Increased Learning Time

EdWorks will help Roosevelt design and deliver:

- Annual Summer Bridge programs for incoming 9th graders
- "Accelerated Academies," which are intensive learning experiences for students immediately prior to critical state testing programs. Instruction is highly personalized for students, focusing only on those skills and knowledge short cycle assessments show the student needs to be successful in the assessment.
- Creative and flexible scheduling will be developed to ensure students receive intensive supports during the regular school day (i.e., additional mathematics and language arts courses, block scheduling, etc.)
- Saturday school experiences may be added to the design, based on the school assessment process and local resources.
- Early college attendance will be secured for students ready for acceleration, based on their personalized learning plans.

Data to Implement the Instructional Program

- EdWorks will recommend that the NEWA Measures of Academic Progress be used as initial common assessments to speed the process.
- EdWorks coaches will then help teachers create common and alternative assessments during the summer institutes.

Data to Inform Differentiated Instruction

EdWorks has developed a series of agendas that guides teachers' use of common planning time to focus on the use of data and student work to guide instructional design and delivery.

Following are just three sample outlines for collaborative planning sessions running 60 to 90 minutes total:

Sample Data Study protocol

DATA: Student performance on MAP

QUESTIONS for STUDY:

- What does the strand data reveal about our students' reading skills?
- What implications does the data present for our teaching?
- Review MAP Reading strand data (5 min.)
 - Record observations on yellow post-its
 - Record questions on green post-its
- Organize / cluster post-its (5 min.)
- Discuss observations (5 min.)
- Read questions – group responds (5 min.)
- Discuss: What are the implications for our work?
- Determine action steps (5min)

Repeat with the next strand.

Sample Text-Based Discussion

During the meeting --

- Facilitator reviews norms, shares question, establishes times, quickly reviews protocol
- Use protocol to guide discussion
 - Text-based Discussion protocol
 - Four "A"'s protocol
 - Text rendering protocol
- Determine actions as needed

Specific format of Text-based Discussion

- Clarify purpose of data study – Frame it.
- Provide context for data
- Determine focus – finding relationships, identifying trends, finding cause-effect, etc.
- Establish guiding questions for each step of the protocol
- Establish time frames/ means of responding

Sample Agenda for Examining Student Work

- Introduction (1 min.)
- Presentation (3-5 min.)

- Clarifying Questions (2-3 minutes)
- Examination of Work (3-5 minutes)
- Pause to reflect (1 minute)
- Warm and Cool Feedback (3-5 minutes)
- Reflection (1 minute)
- Debrief (2 minutes)

Repeat with additional pieces of student work.

Family and Community Engagement

Parents and families are viewed as partners and active participants in the life of the school. They share responsibility and accountability for the students' education. EdWorks helps sites establish formal processes to facilitate parent and family involvement in the success of the student and the school as a whole.

Strategy One: Community Engagement

EdWorks supports a system of authentic parent and community engagement, defined by substantive community conversations that engage a broad array of stakeholders and connect with and influence official decisions. There must be a clear process for initiating and maintaining substantive community dialogue that:

- Involves a broad range of key stakeholders including teachers, students, parents/guardians, principals, business leaders, and the broader community;
- Asks the community to engage on important questions and acknowledges their views and contributions; and
- Connects with and influences official decisions—not one one-way announcements.

Throughout the life of the school, authentic community engagement is characterized by:

- Clear community involvement in the daily life of the school,
- A well-delineated process for regular, meaningful engagement of parents/guardians and the community in the daily lives of students and the school.
- Students openly engaged—through service-learning, internships, mentorships, or some other method—in the community surrounding the school.
- Communications: Information meetings, newsletters, publications, websites, blogs, or other tools used to deliver news and information. Not to be confused with authentic community engagement.

Strategy Two: Student-led Parent-Teacher Conferences

Twice each year, students, parents and teachers come together to discuss student progress, both successes and challenges, and to outline upcoming key events and needs. The conferences revolve around individualized student growth plans. The Individualized Student Growth Plan is a document that guides student coursework and actively engages students in setting and monitoring progress toward their own goals. Student Growth Plans are developed by the student, with the guidance and involvement of the student's advisor, teachers, parents/guardians, guidance counselor, and other adults who are familiar with the student's educational needs and



aspirations. The Student Growth Plan encompasses general academics, independent projects, internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student's daily schedule of standardized coursework.

Strategy Three: Annual Home Visits, particularly for the incoming ninth graders.

Operational Flexibility

EdWorks collaborates with the district to place the operational designs for Roosevelt and its small learning communities side-by-side with existing district policies, procedures, and resource allocations in order to identify any adjustments needed to support full operation of the new SLCs. Key areas reviewed include staffing, transportation, instructional and support services, administrative services, scheduling, resource allocation, data management, and professional development. Changes in policies and practices are designed and implemented, as needed.

Ongoing Technical Assistance—described above

Recruitment and Selection of Principal—described above

PEARSON

Gary Professional Development

Gary School District has as its primary goal to improve teacher effectiveness. This requires a variety of strategies including, but not limited to, indepth training, job-embedded coaching and modeling, administrative walk-throughs, extended conversations, on-going professional learning communities, feedback and group lesson analysis.

The primary driver of student achievement and teacher quality is Differentiated Instruction. By enhancing teacher skills in Differentiated Instruction the special sub-group populations will have access to core instruction, at-risk students will be provided options for learning that increases engagement and technology will be used as a primary tool of Differentiating Instruction.

In-depth Professional Development: 3-day Differentiated Instruction Institute

Based primarily on the work of Carol Ann Tomlinson, the Differentiated Instruction Institute focuses on content, process and product. Teachers will focus on using assessment to drive instruction, techniques for differentiating, strategies for evaluating the success of their differentiation strategies and most importantly, move from the theoretical to the application phase of Differentiated Instruction.

The 3-day institute is interactive, hands-on and personalized to learner needs. Participants are limited to 30 in order to be consistent with the adult learning standards of the National Staff Development Council. Each participant will leave the Institute with a broader repertoire of strategies to use in the classroom in order to increase student success.

Job-embedded Coaching and Modeling

Following the 3-day Differentiated Instruction Institute, teachers will participate in job-embedded coaching and modeling. An educational consultant will work shoulder-to-shoulder with teachers to support strategies for differentiating instructional. In this two-day cycle, teachers will spend approximately 3 hours with each teacher each day of the two day cycle. The strategies for differentiating are appropriate for secondary students and address learning needs in all content area classes.

In an effort to gain momentum and maintain focus on teacher quality and increased student achievement, 2 rounds of job-embedded coaching and modeling will be provided to all 100 teachers. Instead of completing a third round of coaching and modeling, the teachers will participate in group lesson analysis.

In the group lesson analysis, a small group of teachers (maximum 5-6) observes an identified teacher as a lesson is delivered. The focus of the teacher observers is on differentiation, strategies employed, and student engagement. Following the classroom observation, the teacher and teacher-observers will meet with an educational consultant to debrief, engage in reflective discourse and continue instructional planning. The shift in models represents an initial intensity, delivered one-on-one to increase teacher confidence and skill. The shift to the group analysis provides a collaborative reflection and group conversations about successes and challenges regarding the efforts around differentiation in their classrooms.

Administrative Walk-Through

An administrative walk through form that was available at ed.gov is currently being adapted to align with the specific goals of Gary Community School Corporation. Inserted on this form is the common language of content, process and product. The form revisions include clear expectations, easy to understand language and observational prompts consistent with the professional development efforts. Each observation prompt represents one point and must be observable by the administrator, central office staff and/or coach.

Based on the number of observable behaviors evidenced on the subsequent walk-through will be scheduled. For example, if little evidence of Differentiated Instruction visible, the next walk-through will be scheduled the following week. If evidence of some of Differentiated Instruction is visible, the follow-up walk-through will be scheduled in two weeks. This provides a continual focus on the importance of the initiatives in this grant as well as on-going awareness of teacher needs and support for the teachers. Regular walk-throughs will take place at least every two weeks.

Debriefs will be conducted by the principal within 24 (48 hours??) hours of the walk-through. It may be beneficial for the central office staff member to walk with the principal periodically or important to debrief with the teacher and principal periodically in order to keep both the expectations and the language that supports differentiation consistent and clear.

Administrative Walk-throughs Extending the Conversations

The administrative walk-through model is based on the research by Lauren Resnick, University of Pittsburg. Gary Community School Corporation seeks to take this model one step farther. Coaches and administrators will receive training on the walk-through document itself as well as an additional document that will extend the professional conversations between teachers and administrators/coaches. The "Conversations" documents anticipates what might be observed if Differentiated Instruction efforts are not in place (disengaged students, whole class instruction, materials too difficult for all

students to access, room arrangement not conducive to multiple learning formats, etc) and, a suggested next question for the teacher.

By posing strategic questions, administrators and coaches will better understand the knowledge base of the teacher regarding Differentiated Instruction. For example, if only whole class instruction is visible, a reasonable “next question” for the teacher might be “Under what circumstances to you provide instruction to small groups?” or “How do you determine which students participate in whole group instruction?” No matter what the teacher response is, the observer is likely to have a clear understanding of where the teacher is on a continuum for understanding differentiated instruction.

Coaches Training Institutes

This two-day Institute is designed to review goals and expectations with the coaches involved in supporting the school. The basics of Differentiated Instruction will be reviewed, the walk-through document will be shared and coaches will receive training on “extended conversations”.

Technology Integration Coaching and Modeling

Technology is an intriguing way to get students more engaged in instructional activities. This is especially true of the tech savvy teens of today and is of critical importance to the struggling reader.

With white boards and student responders in the classrooms, it is imperative that teachers understand how to access digital curricular resources as well as web-based resources. Technology training will be provided to familiarize teachers with the power of tech instructional tools. Following the initial training, coaching and modeling will be provided to help teachers develop highly engaging, technology-rich lesson plans.

Integrating all aspects of professional development demonstrates a commitment to teacher effectiveness and student achievement. Gary Community School Corporation stands ready to deliver on its promise that all students have the right to be taught the skills they are expected to have.

1. This PD addresses just the PD that Pearson is offering. It needs to be decided if they are going to use the Carnegie math and Ed Works and that will need to be coordinated into this plan also. If she is going to use 3 different groups we need set up some time for expectations and collaboration.
2. The 3-day summer institute will have to be offered 3 times in order to accommodate all 100 teachers at Roosevelt HS.
3. Volume pricing is available. My recommendation is here but I wasn't certain the number of days that should be added in for Tech Integration.

# Day	PD
9	3-Day Differentiated Instruction Institute (3 days x 3 institutes)
2	Coaches training on walk-through documents
100	Round one - DI Coaching and Modeling
100	Round two - DI Coaching and Modeling
20	Round three - Group lesson analysis
20	Writing and delivering tech rich lesson plans
4	Initial training on tech rich lesson plans 4 cohorts of 25)

255 Days @ \$2000 per day = \$510,000 (the breaking point is 250 days)

KELLI A. MILLWOOD

EDUCATION

UCLA

Ph.D, Psychological Studies in Education

UCLA

M.A., Psychological Studies in Education

University of Pittsburgh

B.A., Psychology, minor Statistics

EXPERIENCE

Pearson

Manager of Evaluation Research

Design and conduct evaluations on the impact of professional development programs to change teacher practice and impact student outcomes.

Metiri Group

Senior Associate

Designed and conducted evaluations of technology initiatives across North America.

Regional Educational Laboratory: Mid-Atlantic

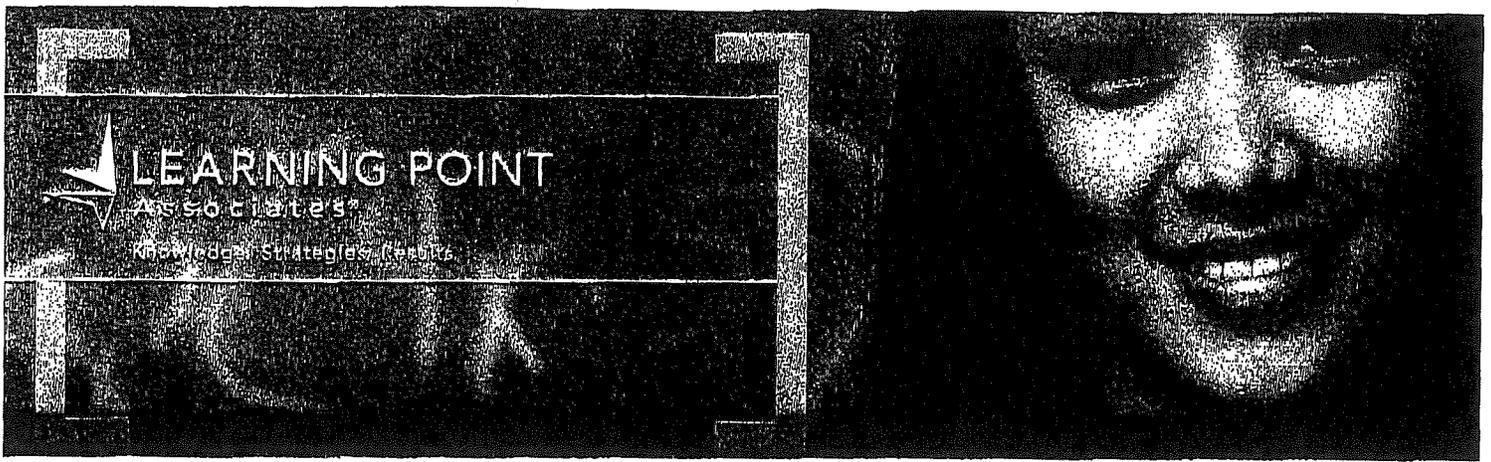
Research Scientist

Designed and conducted randomized control trials focused on educational interventions.

SELECT PUBLICATIONS & PRESENTATIONS

- Millwood, K.A.**, & Hernandez, C. (2010). The impact of the SIOP Model on teacher's practice and student achievement. Paper presented at the Teachers of English to Speakers of Other Languages, Boston, MA.
- Millwood, K.A.** (2009). The impact of professional development on teacher's practice and student outcomes. Paper presented at Fischler School of Education and Human Services Conference on Global Leadership, Learning, and Research, Orlando, FL.
- Sandoval, W.A., & **Millwood, K.A.** (2007). What can argumentation tell us about epistemology? In S. Erduran & M. P. Jiménez-Aleixandre (Eds.), *Argumentation in science education: perspectives from classroom-based research* (pp. 65-68): Springer.
- Millwood, K.A.** (2006). A comparison of students' conceptions about the nature of argumentation in school and professional science. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *Seventh International Conference of the Learning Sciences* (pp.962 – 964). Mahwah, NJ: Lawrence Erlbaum Associates.
- Millwood, K.A.** (2006). Student's beliefs and practice of providing warrants for claims during inquiry. *Dissertation Abstracts International*.
- Millwood, K.A.** (2006). Relations between student argumentation and learning through inquiry. Symposium paper presented at the American Educational Research Association, San Francisco, CA.
- Sandoval, W.A. & **Millwood, K.A.** (2005). The quality of students' use of evidence in written scientific explanations. *Cognition and Instruction*, 23(1), 23-55.
- Millwood, K. A.** (2004). Students' beliefs about professional science and school science. University of California, Los Angeles.

LEARNING POINT



Learning Point Associates is a nonprofit education research and consulting organization with 25 years of experience translating ideas and data into actionable plans and meaningful improvements for education systems.

We are known for our work:

- Designing and conducting rigorous evaluations
- Analyzing and synthesizing education policy trends and practices
- Delivering high-quality professional services directly to our clients
- Conducting rigorous and relevant education research

Our expertise includes educator effectiveness, district and school improvement, and expanding learning outside of the traditional school day. Our national and international reputation is built on a solid foundation of conducting applied research as well as developing and delivering tools, services, and resources targeted at pressing education issues and challenges. Key to our success is the ability to collaborate productively with other organizations, forging strategic alliances for added value and efficiency.

Learning Point Associates manages a diversified portfolio of work ranging from direct consulting assignments to major federal contracts and grants. Since 1984, Learning Point Associates has operated the regional educational laboratory serving the Midwest—initially known as the North Central Regional Educational Laboratory[®] (NCREL[®]) and now known as REL Midwest. Learning Point Associates also operates the National Comprehensive Center for Teacher Quality with our partners ETS and Vanderbilt University; the Great Lakes East Comprehensive Center; the Great Lakes West Comprehensive Center; and the National Charter School Resource Center.

With offices in Chicago; Washington, D.C.; Naperville, Illinois; and New York, Learning Point Associates employs a professional staff of more than 150. The staff is a balanced mix of specialty concentration, technical expertise, and management and leadership ability. In addition to our highly qualified staff, we maintain a diverse network of external consultants and subcontractors.

The senior management team at Learning Point Associates is rich in vision, educational background, and professional experience. The team ensures that the work and the organization are aligned with the articulated mission, values, and strategies; that business and fiscal practices are legally sound and regulation compliant; that we are client-focused; and that all of our work meets the highest standards of quality, efficiency, and effectiveness. Governing and guiding the work of Learning Point Associates is a board of directors composed of nationally recognized education and business leaders who are responsive to needs, sensitive to constraints, and driven to high-quality results.

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Turnaround and Transformation Services

The Need Year after year, the lowest performing schools continue to struggle. Students do not master critical concepts, performing poorly on achievement tests. Many students fail to graduate altogether.

Educators need to turn around these chronically struggling schools, radically transforming them so that students receive the education and skills they need to succeed.

The federal School Improvement Grants program, Title I, Section 1003(g) of the Elementary and Secondary Education Act, provides the funding to overhaul how the schools teach their students.

The approach you choose to set a course for lasting change will need to:

- Transform school climate and culture.
- Increase teacher and leader effectiveness.
- Enhance the curriculum.
- Engage community and parental support and trust.
- Improve student achievement.



The Services For more than 650,000 students in poorly performing districts, Learning Point Associates has uncovered the root causes responsible for limiting their potential.

Our school turnaround and transformation services create the environment—through our processes, tools, and staff expertise—that allows your staff, teachers, and students to step over the history of failure and move forward to advance student achievement.

Our turnaround approach will:

- Pinpoint the specific interventions needed to radically transform the school culture and dramatically improve teacher and student performance.
- Enhance the skills and knowledge of teachers and administrators.
- Gain the support and trust of teachers and staff.
- Install mechanisms that allow schools and districts to measure their performance and adjust strategies based on student data.

- Connect leaders to a network of schools and districts in turnaround and transformation to build a working body of knowledge of successful practices.
- Provide expertise in evaluation, management, operations, governance, and resource allocation.
- Advance the school's relationship with the district, state, and community.

Our district-level services provide the district administration with the support needed to implement districtwide initiatives and offer specific assistance to each school to transform its culture.

About Learning Point Associates

The Learning Point Associates approach to school turnaround draws on our 25 years of experience and nationally regarded expertise in educator effectiveness, district and school improvement, and data analytics. Our expertise and knowledge are enhanced by our ability to work *with* teachers and leaders and spark their commitment to creating lasting change.

DSI SERVICES

Turnaround and Transformation Services

Curriculum Audit

Curriculum Alignment

Data for School Improvement

Induction and Mentoring



For more information, contact Dawn Dolby at dawn.dolby@learningpt.org or 630-649-6549. Learning Point Associates www.learningpt.org

[What We Do](#)

[Who We Are](#)

[How We Work](#)

[History](#)

History

Learning Point Associates has come a long way from its modest beginnings. In 1988, our first employees worked in the basement of an elementary school in Chicago. Today, our organization has approximately 170 employees and offices in Chicago and Washington, D.C.

We began as the North Central Regional Educational Laboratory, an organization created by the U.S. Department of Education to provide information, best practices and the technical assistance they need for education research and education practice.

For 20 years, NCREL—now known as **Regional Educational Laboratory**—has helped policy makers and educators with the tools they needed to create positive change. At Learning Point Associates, a change that ultimately transformed us into an organization with clients of all sizes across the country, from state and local school districts to private foundations and for-profit corporations.

Our staff has grown, our work has evolved and our scope has increased. But the heart of what we do remains the same—every day, our staff helps educators and policy makers use their skills to make sure children attain their fullest potential.

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What We Do

Who We Are

How We Work

History

What We Do

Learning Point Associates applies research and evaluation, direct knowledge to create change at every level of the education system and national.

We are known nationally for our leadership in these areas:

Afterschool Services—We evaluate afterschool programs and promising practice. Our staff works directly with program coach teachers, strengthen programming, monitor success, and policies.

Literacy—We work at the school and district level to develop strategies for teachers and staff on improving literacy. At the education agencies develop policies designed to boost literacy students.

District and School Improvement—Our work allows leaders and schools, to make better choices regarding curriculum, in Our clients know their schools, their situation and their people have failed to gain traction and which strategies have led to their knowledge, combine it with tested tools, extensive experience together clear the path for change. Our respectful partnership commitment that positions the district for success.

Educator Effectiveness—We develop practical tools and content educator quality and leadership. Our research is providing and retain **highly effective teachers**, especially in the schools that ranging from advising on the development of teacher preparation evaluating professional development and compensation strategies student has access to the very best educators.

We are committed to getting results for our clients and have established. Learn more about **our impact**.

What Makes Us Different

At Learning Point Associates, we don't prescribe a single "fix" or

client's unique needs and then apply the best research, state-of-the-art, and evidence-based practices to guide teachers, administrators and leaders in making choices that will best serve their students.

We are successful because we focus on what we know best. Our team includes classroom teachers, award-winning principals, a chief state school officer, researchers, evaluators, and policy makers.

At Learning Point Associates, we are committed to achieving high quality results from our initial contact through our delivery of services. We ensure that our services:

- Meet the highest standards of accuracy and technical quality
- Are clearly designed and developed
- Are appropriate for the intended audiences
- Are expertly and consistently delivered.

Our work is always objective, nonpartisan, and evidence-based.

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- Afterschool Services
- Literacy
- District and School Improvement
- Curriculum Audit
- Surveys of Enacted Curriculum
- Data Use for School Improvement
- Improvement Planning
- Curriculum Alignment
- Induction and Mentoring
- School Turnaround and Transformation
- Representative Work
- Resources
- Educator Effectiveness

District and School Improvement

Schools across the country are working hard to add hundreds of thousands of students.

Learning Point Associates knows that students who succeed in school collaborate with committed educators to shape schools so that s

We work at the state and district levels, developing strategies to effective teaching, engage students, and foster student achievement instruction and a positive school climate.

Our state consulting services provide education agencies and policymakers with the tools they need to improve the performance of all their schools and districts. Our staff consult directly with state education agencies (SEAs) on the issues they have determined to be critical to improving district performance. Learning Point Associates administers Great Lakes East and Great Lakes West, two of the 16 regional comprehensive centers funded by the U.S. Department of Education to provide technical assistance to states in their efforts to improve student achievement.

At the district level, we collaborate with individual districts and schools to develop lasting customized solutions that will set a positive course for change.

In all cases, our technical assistance and recommendations are research-based and address widespread issues:

- Where are the key leverage points for improvement, and what solutions will work for us?
- How can we garner understanding and commitment to change in the wider community?
- How can we build capacity for sustained

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LEARNING CURVE

**Gary Corporation
Roosevelt School Proposal**

**Ronald C. Patton
Diana L. Grossi, EdD**

2010



**Learning Curve Educational Services Inc.
P.O. Box 539
Flossmoor, Illinois 60422
(708)705-5764**

Statement of Need:

Theodore Roosevelt High School is one of Indiana's 23 low-performing schools. Roosevelt is in their fourth year of probation under the federal No Child Left Behind legislation. Students are underperforming in reading and mathematics. Using 2008-09 data, the ISTEP average percent of students passing English/Language Arts and Mathematics for all grades tested is 18.6% for Roosevelt compared to the state average of 73.7%. Scores have remained in the same range for the past 5 years. The ISTEP percent passing both English/Language Arts and Mathematics for all grades tested is 9.4% for Roosevelt compared to the state average of 65%. The ACT composite score for Roosevelt students is 15.5 compared to the state average of 22.

Student enrollment has been declining with an enrollment of 721 students during the 2008-09 school year. Teacher average age is fifty-four. The school student population is 99% Black with 63% being free-reduced lunch.

An April 29, 2010 Post-Tribune article reports that Cambridge Education LLC, a firm hired by the Indiana Department of Education to evaluate the low-performing schools, rated Roosevelt's academic performance as unacceptable. The report said teachers weren't on board with adjusting their instruction to improve student performance. Roosevelt has until summer of 2011 to improve its academic performance or face a takeover by the state.

This proposal is presented to address the need to turn the school around in order to avoid state takeover.

Project Description

Goal: To increase student performance in English/Language Arts and Mathematics as measured on the ISTEP.

Objective: The turnaround specialists will focus on areas of school risk and generate successful results. An effective turnaround approach consists of assisting the school to identify, develop and implement initiatives that increase student performance:

The only constant in our culture is change. While some thought for change comes from a reactive instinct to survive, a different and more successful approach is the product of deliberate intervention leading to transformation. Transformation may be defined as a holistic and integrative change process based on continuous evaluation and premeditated adaptation to meet future demands, as opposed to ad hoc changes induced through reactive response.

Principal and teacher leadership and involvement are essential to successful schools. Under restructuring, schools face major, rapid changes that affect how a school is led and instruction delivered. There is immediate urgency in improving student performance. The development of leadership and sound classroom instruction is key to bringing about change in a school organization. The goal of the Learning Curve team is to improve the effectiveness of the organization and the people within the organization. We believe if change is held only by the outsiders, it leaves when the outsiders leave. We are the catalyst and support for the change within the school. Schools that partner with us and have a

strong ownership, commitment and participation in the change processes, will show verifiable increases in student performance.

Learning Curve Educational Services, Inc. specializes in bringing distinct, proactive changes to underperforming schools. Our team works with school stakeholders to collaboratively generate improvements in academic achievement and school climate that are measurable.

Turnarounds require a rigorous approach to needs assessment, program planning and program implementation. Sustainable turnarounds require local collaboration and commitment as well.

We help each school to create a community of learners: students, parents, teachers, and administrators working together to address specific local needs. Improvement is a cyclical process. Comprehensive planning, ongoing accountability, and regular reviews of progress and performance enable us ensure measurable, quality results.

Learning Curve Educational Services, Inc. is a highly experienced team of educators with over 80 years of experience in public education between them. They have proven skill in curriculum, assessment, data analysis, program development, evaluation, discipline, climate and organizational change.

The required components of a Transformational Model for school Restructuring for Indiana schools includes: 1) Developing Teacher and Leader Effectiveness; 2) Increasing Learning Time and Creating Community-Oriented Schools; 3) Comprehensive Instructional Reform Strategies; and,4) Provide Operational Flexibility and Sustained Support.

As Turnaround Specialists, Learning Curve Educational Services, Inc. staff have demonstrated experience in each of the identified components of the Transformational Model:

1) Develop Teacher and Leader Effectiveness

- Administrator of Illinois Principal Mentoring Program in southern Chicago region
- Experience recruiting and hiring all levels administrative and school staff
- Developed and conducted principal evaluations
- Developed 3 minute walkthrough forms and process to document teacher effectiveness
- Analyzed student achievement data for schools using national, state, local and classroom level data investigation.
- Designed and developed professional development programs based upon staff needs.
- Recruited and selected teaching and administrative staff
- Mentored principals and other building level administrators
- Facilitated the development of Understanding By Design teaching units and common assessments for English, Math, Science and Social Studies Departments
- Facilitated District and School Improvement plan development
- Regional administrator of Illinois Administrator Academy programs and certification required training
- Provided Illinois approved training for teacher certification

2) Increasing Learning Time and Creating Community-Oriented Schools

- Developed school schedules based upon student needs
- Semi-annually interviewed parents about school success and needs
- Proposed additional classes for students struggling in math and reading
- Main consultants for school-wide climate, discipline and intervention programs and processes
- Developed building level parent advisory committee
- Designed and created RISE (Regional Institute for Scholastic Excellence) Regional Safe Schools Program for multiple suspension/expulsion eligible students grades 6-12

3) Comprehensive Instructional Reform Strategies

- Developed proposal to institute Reading Strategies class for all incoming freshmen in addition to required English
- Developed proposal for Algebra I and Geometry labs offering students double math periods
- Worked with English department to differentiate instruction in Freshman Academy (small learning community)
- Provided Cooperative Learning training opportunities for teachers
- Conducted teacher evaluations through use of Charlotte Danielson Framework for Teaching evaluation model
- Met with Math and English teachers quarterly to review grading practices, unit pacing, and student interventions
- Presented quarterly report to superintendent related to student failures and credit retrieval options
- Developed proposal for immediate semester credit retrieval options for students
- Created and own tutoring business

4) Provide Operational Flexibility and Sustained Support.

- Made recommendations to the superintendent and Board of Education related to staffing and program needs
- Worked with the State of Illinois to develop the RESPRO Regional System of Support system for failing schools
- Worked with Illinois System of Support Providers to support initiatives in Restructuring Plan
- Developed training opportunities for school level administrators and teachers in effective data analysis
- Wrote and managed Gifted, Math/Science, Safe Schools, Title I and Reading First grants for south suburban Cook County Illinois encompassing 66 school districts
- Assisted a school district writing of Title I, Reading, and Gifted programs and grants
- Developed classroom level and building level interventions under the guidelines of RTI

Deliverables:

Learning Curve Educational Specialists will:

- Mentor principal and other building administrators
- Work with building and district level administration to create an attainable shared vision focused on high standards for student achievement
- Facilitate the creation of parent advisory committee
- Work with administration on effective ongoing evaluation
- Work with administration to identify instructional strengths, weaknesses and solutions
- Work with administration on discipline system and procedures
- Conduct regular quarterly reviews of instruction, program effectiveness and discipline/climate issues based upon building level observation and performance data for presentation to the superintendent
- Prepare quarterly report with recommendations for district level administration on curriculum, instruction, leadership, and climate issues based upon data

Gary Corporation will:

- Act upon the recommendations of the Learning Curve Educational Services, Inc. consultants

Cost:

- To be negotiated

Benefits:

Learning Curve Educational Services, Inc. has:

- Proven experience working in high minority population schools
- Minority owned business
- Proven experience improving student behavior
- Proven experience improving student achievement in low achieving schools with low achieving students

RONALD C. PATTON

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Ronald C. Patton, Jr. ~ Son
Camille T. Patton ~ Daughter

EXPERIENCE

1968-1974	Tolleston High School <i>Social Studies Teacher/Department Chair</i>	Gary, IN
1974-1982	Bloom Township High School <i>Assistant Principal</i>	Chicago Heights, IL
1982-90	Bloom Township High School <i>Principal</i>	Chicago Heights, IL
1990-1994	Bloom Township District 206 <i>Assistant Superintendent</i>	Chicago Heights, IL
1994-2004	Bloom Township District 206 <i>Superintendent (Retired)</i>	Chicago Heights, IL
2004-2006	Regional Institute for Scholastic Excellence <i>Program Director</i>	Chicago Heights, IL Worth, IL
	Safe Schools Program for 66 school districts	
2006-2007	Crete-Monee School District 201U <i>Interim Superintendent</i>	Crete, IL
2007-present	Crete-Monee School District 201U <i>Coordinator/ Secondary Program Services</i>	Crete, IL
2007-present	Governors' State University <i>Coordinator/ Illinois New Principal Mentoring Program</i>	University Park, IL

EDUCATION

1968	Indiana University ■ B.S. Education	Bloomington, IN
1970	Indiana University M.S. Education	Bloomington, IN
1974	Purdue University Type 75 Certificate	Hammond, IN
1978	Purdue University Superintendent's Endorsement	West Lafayette, IN

PRESENT AND PAST AFFILIATIONS

- American Association of School Administrators
- Illinois Association of School Administrators
- Phi Delta Kappa
- National Association of Secondary School Principals
- Rotary Club of Chicago Heights~Past President
- Dr. Charles E. Gavin Foundation~Board of Directors
- United Way of Greater Chicago Heights~Past President
- Jones Community Center of Chicago Heights~Board of Directors and Past President
- Bloom Township High School District 206 Alumni Association~Board of Directors
- Bloom Township High School District 206 Foundation~Board of Directors
- American Cancer Society
- Illinois High School Association~Legislative Commission
- Illinois High School Association~Blue Ribbon Committee
- South Inter-Conference Association~Past President
- Governor James Thompson's Task Force for Studying Hispanic Dropouts
- New Faith Baptist Church International of Matteson, Illinois

Diana Lynn Svancarek Grossi
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dlgrossi@comcast.net

Education

Doctor of Education, University of Illinois, Champaign/Urbana, Educational Organization Leadership,2001

Master of Arts, Chicago State University, Chicago, IL, Educational Administration,1981

Bachelor of Arts, St. Mary's College,Notre Dame, IN, Education,1968

Experience:

- Educational Consultant 2007-present
- Associate Professor
- Argosy University present
- Executive Director 1998-2000
South Cook Intermediate Service Center #4
- Principal 1994-1998
School District 161
Flossmoor, IL
- Principal 1991-1994
Park Forest District 163
- Teacher/Coordinator 1968-1991
Special Education
School District 163
Park Forest, IL

Additional Experience:

- Adjunct Professor
Governors State University 2006-08
- Adjunct Professor
Concordia University 2004-05
- Board of Trustees 1995-2001
Prairie State College
Community College District 515
- Adjunct Professor 1988-1994
National Louis University
Department of Special Education

Publications:

Grossi, Diana L. A Review of Literature on the Effectiveness of Mainstreaming. Illinois School Research and Development; v17 n3 p33-38 Spr 1981. 1981

Grossi, Diana L. The Role of Superintendents in Engaging the Public in Defining the Goals of Education. pp. 106. Copyright 2001.

Key Qualifications:

- Executive Director of State Agency providing support to 66 school districts, 275 schools, and 146,000 students in southern Cook County
- Successfully wrote and awarded RESPRO (Regional System of Support Providers) Illinois grant providing services to failing schools under No Child Left Behind Federal Law
- Created successful Regional Safe Schools Alternative Schools for students who are multiple suspension or expulsion eligible in southern Cook County; serving approximately 400 students annually
- Regularly provided testimony for various educational initiatives before State General Assembly
- Copyrighted Educational Audit; external analysis of schools surrounding nine components of Successful Schools conducted in 74 suburban schools
- Programs developed and delivered: Data Analysis; School Improvement; Curriculum alignment to Illinois Standards/Benchmarks/Performance Descriptors; Assessment training; Teambuilding; School Leadership; Meyers Briggs;
- Developed and managed \$7.5 million annual budget

Professional Memberships:

- IDEA Academy of Fellows
- Educational Leadership Institute
- Association for Supervision and Curriculum Development
- American Association of School Administrators
- Illinois Association of School Administrators
- Phi Delta Kappa