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

LEA Application for Each Tier I and Tier II School

School Improvement Grant 1003(g)
2011-2012

LEA School Application: Tier I and Tier II

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

School Corporation Gary Community School Corporation Number 4690

School Name Theodore Roosevelt Career and Technical Academy (Number 4033)

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

Assurances

Gary Community School Corporation assures that it will

✓ 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.

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.

A. LEA Analysis of School Needs

➢ *Instructions:*

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

Worksheet #1: Analysis of Student and School Data

➢ *Instructions:*

- Complete the table below for each student group that did *not* meet AYP for performance in **English/language arts and/or mathematics for 2010-2011.** (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE

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)
Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture

English- ECA: English 10—The lowest/highest scale score possible= 100/700; Cut Score Pass=360

Free/Reduced Lunch	71%	98	Mean Score= 314.3	The learning needs of all populations are high. The male population scored highest in this category, with 33% of students passing the ECA. While this is far better than the14% of special education students earning a passing score, scores still indicate pervasive challenges across the student population. Performance suggests a full analysis of the curriculum and instruction, as well as a focus on differentiation of data and instruction.
Special Education	86%	31	Mean Score= 235.2	
Male	67%	56	Mean Score= 316.3	
Female	75%	87	Mean Score= 312.4	

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

English/Language Arts - ISTEP+ Grade 7, The lowest/highest scale score possible= 210/870; Cut Score Pass=501

Free/Reduced Lunch	50%	85	Median Score= 492.4 Low= 360	The learning needs of all populations are high. Approximately half of all subgroups (and 60% of females) are struggling. As we look at scores across the years, data indicate students come in with significant deficits and fail to advance, compounding performance deficits. Performance suggests a full analysis of the curriculum and instruction, as well as a focus on differentiation of data and instruction..
Special Education	51%	20	Median Score= 437.7 Low=360	
Male	55%	58	Median Score= 481.8 Low= 360	
Female	39%	33	Median Score= 504 Low= 377	

English/Language Arts - ISTEP+ Grade 8, The lowest/highest scale score possible= 230/890; Cut Score Pass=508

Free/Reduced Lunch	75%	123	Median Score= 468.6 Low= 230	The learning needs of all populations are high. Performance is alarmingly low across all populations. Performance suggests a full analysis of the curriculum and instruction, as well as a focus on differentiation of data and instruction.
Special Education	82%	27	Median Score= 436.5 Low= 230	
Male	74%	70	Median Score= 467.6 Low= 230	
Female	68%	66	Median Score= 474.7 Low= 342	

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)

Mathematics- ECA: Algebra I The lowest/highest scale score possible= 300/900; Cut Score Pass=564

Free/Reduced Lunch	85%	116	Mean Score= 455.4	With little real difference in performance across populations, learning needs are high across populations. Performance suggests a full analysis of the curriculum and instruction, as well as a focus on differentiation of data and instruction. Extended learning time and supports will be critical.
Special Education	92%	35	Mean Score= 385.2	
Male	81%	64	Mean Score= 455.5	
Female	87%	85	Mean Score= 460.6	

Mathematics- ISTEP+ Grade 7 The lowest/highest scale score possible= 315/810; Cut Score Pass=511

Free/Reduced Lunch	71%	120	Median Score= 471.3 Low= 315	The learning needs of all populations are high. The fact that the Special Education population has a larger percentage of students passing suggests a stronger level of accommodation and differentiation in this subgroup; however, as we look at scores across the years, data indicate students come in with significant deficits and fail to advance, compounding performance deficits. Performance suggests a full analysis of the curriculum and instruction, as well as a focus on differentiation of data and instruction..
Special Education	59%	23	Median Score= 427 Low=315	
Male	73%	77	Median Score= 460 Low= 315	
Female	67%	57	Median Score= 480 Low= 315	

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)

Mathematics- ISTEP+ Grade 8 The lowest/highest scale score possible= 340/830; Cut Score Pass=537

Free/Reduced Lunch	72%	117	Median Score= 485 Low= 340	The learning needs of all students are high. Of particular concern is the Special Education Population. Performance of the 7th grade population is significantly higher than the 9th grade. An analysis of individual student records and instructional practices/accommodations is indicated to determine the root cause of the dramatic differences between the grade levels. Performance suggests a full analysis of the curriculum and instruction, as well as a focus on differentiation of data and instruction..
Special Education	91%	30	Median Score= 434.5 Low=340	
Male	69%	66	Median Score= 493 Low= 340	
Female	70%	68	Median Score= 496 Low= 340	

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	What is at the "root" of the findings? What is the underlying cause?
Not appropriate example: Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "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."
KEY FINDINGS: There are few clear-cut patterns or trends in the data. Scores among subpopulations vary from year to year, and subject to subject. Up to this point, teachers have not used data differentiated by strand, by student to drive their instructional practice.	**ROOT CAUSE:** Over the past year the district revised and aligned its curriculum with the Common Core State Standards. Based on the student data and instructional practice data gathered across the past year, it is clear that there is uneven application of the new curriculum materials and research-based instructional strategies. In addition, there is uneven understanding of how to differentiate data to inform instruction and, further, of how to differentiate instruction within classes. In addition, there has not been significant efforts to align curriculum and instruction across grades 9-12 since the 7th and 8th grades were added to the school in 2009.

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.

NOTE: A third column was added to this chart (2011-12) to reflect decisions made as a part of the planning process for this proposal.

	2009-2010	2010-2011	2011-12 (planned)
1. Number of minutes within the school year that students are required to attend school	64800	64800	74700 With addition of 55 minutes per day to the schedule
2. Dropout rate*	2.9%	N/A	TBD
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	97.9%	97.8%	TBD
4. Number and percentage of students enrolled in advanced coursework* (e.g., AP/IB)	63 /0.04%	39/0.03%	TBD
5. Number of students completing dual enrollment classes	0	TBD	TBD

	2009-2010	2010-2011	2011-12 (planned)
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	BAS SS	BAS WES SS	LSD BAS SS OTH – Summer Bridge
7. Discipline incidents*			TBD
FIGHTING			
Grade 7	61	65	
Grade 8	78	64	
Grade 9	33	49	
Grade 10	46	42	
Grade 11	33	50	
Grade 12	15	13	
TOTAL FIGHTING	266	283	
INSUBORDINATION			
Grade 7	121	129	
Grade 8	120	118	
Grade 9	138	115	
Grade 10	0	77	
Grade 11	133	99	
Grade 12	82	31	
TOTAL INSUBORDINATION	**792**	**569**	
TOTAL INSUBORDINATION AND FIGHTING	**1058**	**852**	

	2009-2010	2010-2011	2011-12 (planned)
8. Truants (# of unduplicated students, enter as a whole number)	149	208	TBD
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Not Available	See attached MOA	TBD
10 Teacher attendance rate	90.5%	89%	TBD

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

What are key findings or summaries from the student leading indicator data?

Inappropriate example: "Teachers are absent a lot."

Appropriate example: " Teachers on average are out of the classroom 32 days of the school year."

KEY FINDINGS:

Extended Learning Opportunities
Extended day opportunities contributed to the academic improvement noted during the 2010-11 school year.

Attendance rate
The fact that the student attendance rate (97.8%) is significantly higher than the teacher/principal attendance rate (89%) is an area of great concern—one that demands further analysis as additional years of staff attendance are available.

Dropout rate
After showing steady, slight declines from 2007-2009, the dropout rate decreased dramatically from 2009 to 2010. This dramatic improvement bears further analysis when 2010-11 data become available. If the dropout rate is maintained in 2010-11, it may signal that Roosevelt has, indeed, stemmed the tide of dropouts. Such a finding would bode well for future performance. It is also possible that the dramatic shift in the data is the result of changes to the calculation of the dropout rate, which includes the factors of mobility, graduation rate and the cohort rate.

What is at the "root" of the findings? What is the underlying cause?

Inappropriate example:" Teachers don't feel like coming to school"

Appropriate example: "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"

ROOT CAUSE:

Extended learning opportunities:
In 2010-11, Roosevelt added academic supports for students after school and on Saturday, but because they occurred outside of the regular school day, such resources were not universally attended and thus did not have the necessary impact on student achievement. For this reason, the Roosevelt leadership team searched for and identified a strategy for extending learning time within the regular school day, with minimal impact on the school budget.

Attendance rate
The root cause for the gap between student and teacher attendance is not immediately apparent, however, and demands additional analysis will occur in the 2011-12 academic year.

Dropout rate
Staff's growing attention to data may have contributed to the greatly improved dropout rate, both from the perspective of individualized attention to student needs and overall improved. recordkeeping

Dropout Rates			
2006-07	2007-08	2008-09	2009-10
25.6%	23.6%	23.7%	2.9%

Students completing advanced coursework:
Roosevelt offers Advanced Placement courses in English, calculus and chemistry and honors courses in English, mathematics, biology, chemistry and physics. At a minimum, the fact that not a single student earned a score of 3 or better on the AP exam points to the need to analyze and re-vamp curriculum for each of these courses. Course offerings may also need to be revisited.

Discipline and Truancy:
The increased administrative presence in spring 2011, coupled with alternative school, Saturday school and mentoring/tutoring program instituted during the year helped reduce overall discipline incidents. This proposal includes a strategy to address truancies.

Additional Data (below):

Roosevelt did not reach all goals set in a Memorandum of Agreement with the Indiana Department of Education, but it did make statistically significant gains in ELA and Math in 2010-11. Roosevelt exceeded its goal for non-waiver graduation rate by more than 12 points. In addition, evaluations were completed on every staff member. The school is making progress.

Students completing advanced coursework:
Students enter Roosevelt significantly below grade level, and, as the analysis in the next section demonstrates, students do not close the gap between actual and expected performance during their tenure at Roosevelt. This means few students have the ability to access higher-level courses.

Discipline and Truancy:
Students bring fighting and violence from the neighborhoods into the school. Because the school did not have a full administrative team until March, the school struggled to maintain discipline and follow up on truancies.

Additional Data (below):
The goals in the MOA helped focus efforts at the school. Concerted professional development and leadership guidance from the state, district and external provider, EdWorks, improved the use of data to drive instruction and content knowledge and skills in literacy and mathematics. A triage process to assess individual student needs and implementation of a new RTI system helped personalize supports for students, leading to gains. This work could not be fully implemented until March, when Roosevelt had its full complement of leaders. The school may have met goals, if it had been able to more fully focus on walkthrough and transfer of professional development earlier in the year.

Additional Data

The following data and 2011 Intermediate Turnaround Goals were included in the Memorandum of Agreement (MOA) between the Gary School Corporation and the Indiana Department of Education.

#	Indicators	Goal 2010-11	Previous Years Data					Change from Prior Year
			2007	2008	2009	2010	2011	
1	ELA	By spring 2011, **38%** of Students will receive a passing score on English 10 ECA.	20.9% GQA	24.2% GQA	22.5% GQA	14.4% ECA	**26%* ECA**	**81% (12pts)**
2	Math	By spring 2011, **31.8%** of Students will receive a passing score on Algebra 1 ECA.	13.1% GQE	10.6% GQE	14.7% GQE	10.8% ECA	**13%* ECA**	**20% (2 pts)**
3	Graduation	By spring 2011, the School will have a non-waiver graduation rate of at least **26.7%**.	23.7%	24.6%	21.7%	39.1%	N/A	**MOA Goal Exceeded!**
4	Evaluation	By Spring 2011, the principal and <u>every</u> teacher at the school will: • Have been evaluated at least once during the 2010-11 school year using the state's evaluation framework. • Receive an evaluation that shows a credible distribution across four discrete categories (i.e. ineffective, improvement necessary, effective, highly effective). For teachers, this distribution will include parity between tested and non-tested grades/subjects. For the principal, his/her rating must be credible.	**20%** ____ % **Highly Effective** **37%** ____ % **Effective** **37%** ____ % **Improvement Necessary** **6%** ____ % **Ineffective** All Teachers					
5	Attendance	By spring 2011, the teacher and principal attendance rate at the school will be at least **96%.**				90.5%	**89%**	

*Preliminary figures showed gains of 29 and 19 points in ELA and Math, respectively. More complete scores from special education reduced initial increases.

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

➢ ***Instructions:***

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

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

Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.	X				1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.	X				3. Uses multiple sources beyond textbooks.
4. Does not include technology.	X				4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.		X			7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.		X			1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.		X			3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.			X		4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.		X			5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.		X			6. Is differentiated for struggling students.

Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X X X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	**1**	**2**	**3**	**4**	**Professional Development**
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			X X X	X	1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X	X 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.		X			4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X			5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	What is at the "root" of the findings? What is the underlying cause?
Appropriate example: "We don't have a curriculum aligned across grade levels." *Appropriate example:* "We only teach flags, festivals and foods with our students. "	*Appropriate example* " We don't know how to align our curriculum across grade levels." *Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."
KEY FINDINGS: **ORIGINAL:** • Some areas of the curriculum are aligned across grade levels and those not aligned are being updated. • This year standards were pulled out and a collective, school wide effort was focused in teaching those standards through all subject areas. • Our population is diverse within itself, and sometimes the textbooks provide limited relevant material. **ADDITIONAL THOUGHTS FROM THE REVISED ANLAYSIS:** • Grades 7 and 8 were added to the school in 2009. The middle and high school teachers and curriculum are still operating predominantly as if grades 7-8 and 9-12 were still in separate buildings. Teachers from grades 7-8 and 9-12 have separate professional development, planning times, teams, etc. • Backwards planning with the district and staff in 2010-11 began the transition from text-book-driven curriculum to standards-driven curriculum, but implementation is uneven from classroom to classroom. Professional development in 2010-11 sought to build a common understanding and	**ROOT CAUSE:** **ORIGINAL:** • The English curriculum is across grade levels, but since many of our students are behind two or more grade levels, some information may not have been taught. • In the past we focused on curriculum and some standards were not covered. This was a contributing factor to low ISTEP/ECA scores. • It takes time to provide relevant materials that connect to the students' lives. The text book is designed to give other ethnic groups a glimpse of African American Culture. Most of the students cannot relate to the selections. **ADDITIONAL INFORMATION FROM THE REVISED ANLAYSIS:** Roosevelt's School Improvement Plan provides additional data that deepens the case for dramatic intervention in the school. 2009-10 Star Math Assessments provide insights into the root cause of student challenges at Roosevelt. Students enter 7th grade performing at two – three grade-level equivalents below expected levels. Students gain less than single grade level equivalent each year. If this data holds true across years,

language about curriculum, however, teachers are at various levels of understanding and implementation. Standards-driven work is evident in some classrooms; in the majority of classrooms, the text book still appears to drive day-to-day instruction.

- Although professional development has focused on research-based instructional strategies shown to engage students, classroom instruction is still largely stand-and-deliver, lecture-based.
- While the school has offered professional development in the use of data to drive instruction, and an effort was made to focus content-area staff meetings on building skills in the disaggregation, analysis and use of data, implementation of such strategies is uneven.
- Roosevelt did not have a full leadership team until March 2011. The school began the year with a vacant assistant principal's position, lost an assistant principal to another district shortly after the opening of the school year and then struggled to find strong candidates to replace those leaders. Climate and culture suffered during that time period, as fewer leaders were available to focus on discipline, safety and other critical climate issues. As a result, while the principal spent much of her day in the instructional areas of the building, for the majority of the year she was unable to focus as much time as planned or needed in the classroom observing and mentoring teachers.
- When the leadership team was in place in March, the principal did begin to spend time in classrooms, as initially planned. The fact that walkthroughs were occurring more frequently by the end of the school year could have contributed to the difference in assessment by the staff and the external analysts.

students will enter the 9th grade performing three or more grade-level equivalents below expected levels. This holds true for general and special education populations.

2009-10 Star Assessments*

STAR Math (PRE AND POST TESTS)

Grade	Pre	Post	Gain/Loss
7th	5.2	5.8	+.6
8th	5.8	6.2	+.4

Star Math for Special Education:

Grade	Pre	Post	Gain/Loss
7th	4.1	4.6	+.5
8th	5.0	5.6	+.6

*Problems with the STAR assessment system itself arose during 2010-11 testing, causing staff to question the accuracy of 2010-11 data.

Each additional assessment, formative or summative, points to a school where students and teachers struggle to make and sustain increases in student performance. Challenges persist within the overall population and among all subgroups. The data reinforce the need to disaggregate data and use that data to differentiate instruction and instructional resources. The staff root cause statement above pinpoints the challenge: English language arts curriculum materials [and presumably all content area materials] are designed for use by students who are performing roughly at expected grade levels. Because Roosevelt students, on average, enter the school and remain significantly below grade level throughout their careers at the school, they are unable to access content.

Special Needs Population

An analysis of special needs data caused Roosevelt to develop a plan for instituting a tiered system to support its special needs population in 2011-12. Few of the special education population were included with the regular population. In fall 2011 the school will focus efforts on serving students in an inclusion setting, as long as inclusion is not prohibited by the IEP. Because research has shown that all students benefit when special education teachers and teachers for the regular student population team in the classroom, Roosevelt is anticipating the focus on inclusion will have benefits for its regular population, as well.

End of Course Assessments-Spring 2010-11

Chart shows # students tested and % average of objectives mastered.

Course	# tested	%
Alg I	234	18
Retesters		
Alg I	169	12

Subgroup: Special Education-Spring 2010-11

Alg I	# tested	%
w/acc	43	2
w/o acc	3	0
Retesters		
w/acc	42	0
w/o acc	3	0

District Quarterly Assessments (DQA/DCA)

Chart shows # of students tested and % average of objectives mastered by grade level.

District Quarterly Assessments (DQA/ECA)

Grade	DQA1	DQA2	ECA
9th /Alg I	198/33%	104/9%	234/18%
10th/Geo	196/29%	111/12%	168/12%
11th/Alg 2	120/9%	N/A/	169/12%

Subgroups

Special Education:

Grade	DQA1	DQA2
9th	36/25%	4/20%
10th	2/43%	17/3%
11th	3/8%	N/A

Males:

Grade	DQA1	DQA2	DQA 3
9th	114/31%	43/9%	N/A
10th	84/28%	58/11%	66/11%
11th	52/9%	N/A	33/15%

Females:

Grade	DQA1	DQA2	DQA 3
9th	119/32%	65/10%	N/A
10th	114/30%	69/11%	81/11%
11th	70/9%	N/A	49/15%

Free & Reduced Lunch

Grade	Q1	DQA 2	DQA 3
9	144/32%	67/10%	
10	96/35%	76/10%	
11	60/11%		

Paid Lunch

Grade	Q1	DQA 2
9	144/32%	38/10%
10	60/11%	46/12%

Acuity Summary Reports

Chart shows average % of points obtained; # of students who completed test and # of students assigned.

Math 7th Grade

Test 1	Test 2	Test 3	Test 4
34% 168/190	35% 132/197	29% 157/208	39% 141/204

Acuity Math 8th Grade

Test 1	Test 2	Test 3	Test 4
39% 145/203	35% 128/207	37% 143/212	44% 133/213

L/A 7th Grade

Test 1	Test 2	Test 3	Test 4
43% 155/189	51% 158/204	42% 150/207	48% 142/204

L/A 8th Grade

Test 1	Test 2	Test 3	Test 4
45% 152/205	38% 136/207	40% 128/207	37% 118/213

B. Selection of School Improvement Model

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

Turnaround Model
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.
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.
Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation Model
Required Elements
Develop Teacher and Leader Effectiveness 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.
Increasing Learning Time and Creating Community-Oriented Schools 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Comprehensive Instructional Reform Strategies 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.
Provide Operational Flexibility and Sustained Support 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.

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

Transformation Model
Permissible Elements
Develop Teacher and Leader Effectiveness 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.
Comprehensive Instructional Reform 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 – a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
Increasing Learning Time and Creating Community-Oriented Schools 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.
Operational Flexibility and Sustained Support 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
Required Elements
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.
Permissible Elements
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
Required Elements
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, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected **Turnaround**

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

The Roosevelt staff designed and attempted to implement a transformation process without a SIG grant at the school in 2010-11 through its School Improvement Plan. While some gains were made in climate, culture and student outcomes, the data, findings, root cause analysis and self-assessment all provide evidence that the transformation process was not sufficient to effect the dramatic improvement needed at the school. The more aggressive "Turnaround" model was chosen to accelerate the improvement process at the school.

In August 2010, the district engaged external provider, EdWorks, to conduct a school-wide assessment in four areas (rigorous curriculum and instruction, aligned assessments, climate and culture, and systems of student supports. In addition, EdWorks assisted the school with professional and leadership development. Excerpts of the EdWorks year-end report are included below. Among background information considered for the selection of the Turnaround model, the third party analysis adds depth to the key findings and root cause analyses included in Worksheets 1 and 2.

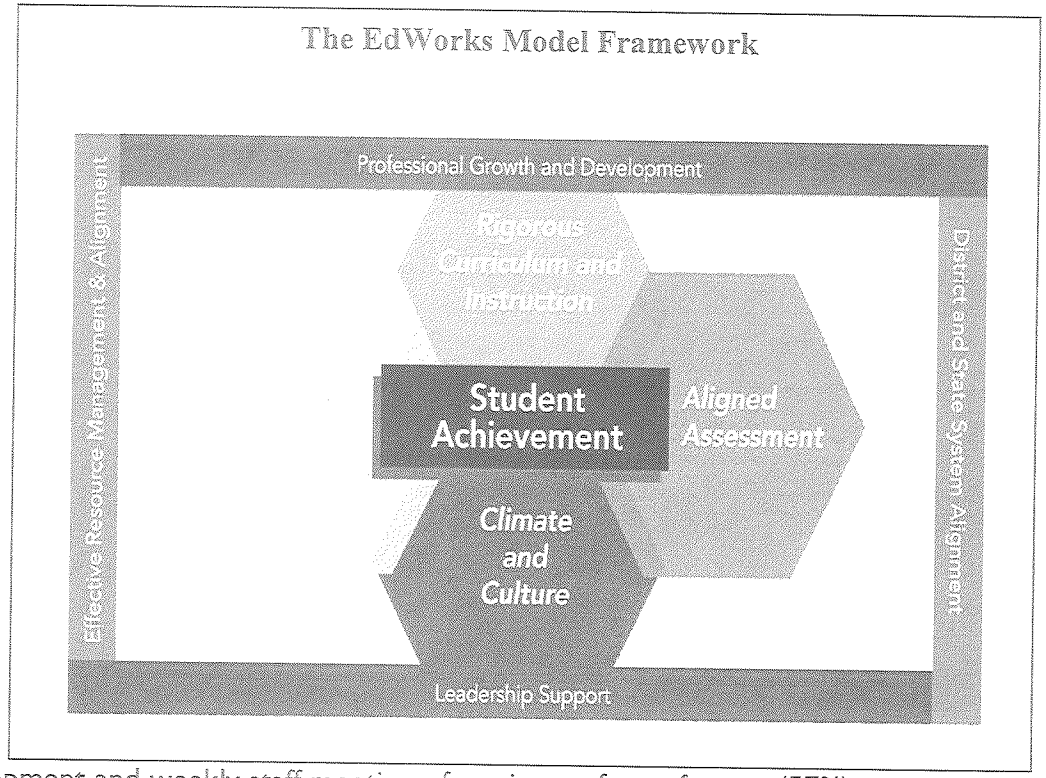
Overview of Baseline Assessment Findings

(Scores are on a 12-point scale, with 12 being the highest)

AREA REVIEWED	SCORE
Rigorous Curriculum and Instruction	2.0
Climate and Culture	2.4
Aligned Assessments	2.3
Systems of Student Support	2.4

The EdWorks baseline assessment of Organizational Effectiveness is well-aligned with the state's "Theory of Action for Indiana High-Poverty Schools and District in Improvement."

EdWorks' baseline Assessment of Organizational Effectiveness resulted in a series of recommendations for action at Roosevelt. The following tables provide information about actions at the school taken during the 2010-11 school year to address the recommendations.



The EdWorks contract for services at Roosevelt focused on improving instructional practices and student supports. As a result, work began on the implementation of 79% of the recommendations regarding Rigorous Curriculum and Instruction. The most critical recommendations in the area of Climate and Culture focused on safety, security and attendance, all of which were addressed through ongoing safety audits, one-on-one coaching and mentoring for leaders and grade level meetings. EdWorks recommends the remaining 60% of recommendations in the area of Climate and Culture be addressed in the coming year. Teachers received ongoing professional development in the use of data in daily instruction through ongoing professional development and weekly staff meetings, focusing on four of seven (57%) recommendations in the area of Aligned Assessments. Remaining recommendations should be addressed as rapidly as possible through the development of a formal system for data collection, analysis and dissemination, as well as efforts to provide ongoing college and career information and training for staff and students. Systems of Student Supports, the fourth and final area reviewed in the site assessment, contained a total of eight recommendations. Three of those recommendations were addressed through the design and implementation of a formal Student Triage and process, as well as a system of communications with parents, teachers and students.

It is important to note that the EdWorks technical assistance team consciously chose to help school and district staff work on the most fundamental and critical of the recommendations in the site assessment. Many strategies and processes have been set in motion. Together, the structures and practices implemented this year could, if fully implemented and continued over time, result in dramatic improvements over time. Critical to the ultimate success of the school is the realization that the work is never, "done." Staff must continue to implement, deepen and expand what they have begun if the school is to achieve real results for students.

Rigorous Curriculum and Instruction

Recommendations Regarding Rigorous Curriculum and Instruction	Action
1. Increase student engagement from ritual compliance to authentic engagement through the use of rigorous and relevant learning opportunities beyond textbooks and worksheets.	Rigor and Relevance Framework was included in the professional development for all staff.
2. Increase cooperative and social learning in daily instruction.	Included in professional development for all staff and reinforced during content-area staff meetings and walkthroughs.
3. Capitalize on student attentiveness by utilizing instructional strategies that draw them into the learning process.	Included in professional development for all staff and reinforced during content-area staff meetings and walkthroughs.
4. Increase display of authentic student work.	*Should be addressed in 2011-12.*
5. Increase use of high pay-off instructional strategies in all classrooms (graphic organizers, quick writes).	Included in professional development for all staff and reinforced during content-area staff meetings and walkthroughs.
6. Increase the level of rigor in all classrooms through the questions being asked by the teacher and the task students are being asked to do.	Included in professional development activities.
7. Include differentiated learning strategies and varied levels of text in classrooms.	Included in professional development for all staff and reinforced during content-area staff meetings and walkthroughs.
8. Increase use of paired learning, small groups, and peer tutoring.	Modeled in professional development sessions.
9. Scaffold learning activities to increase level of cognitive complexity (rigor) in daily lessons.	*Should be addressed in 2011-12.*
10. Integrate technology into the learning process.	Included in professional development for all staff and reinforced during content-area staff meetings and walkthroughs.

Recommendations Regarding Rigorous Curriculum and Instruction	Action
11. Implement learning activities that are inquiry-based, or project-based.	Included in professional development for all staff and reinforced during content-area staff meetings and walkthroughs.
12. Incorporate 21st century literacy strategies into daily lessons across all content areas: guided reading, before-during-after reading activities, Cornell notes.	Included in professional development for all staff and reinforced during content-area staff meetings and walkthroughs.
13. Increase amount of classrooms engaged in instruction bell to bell.	*Data should be gathered in 2011-12 to gain insights into ongoing implementation of strategies learned this year and the resulting levels of student engagement.*
14. Establish formal Professional Learning Communities during collaboration time.	Strategies used in Professional Learning Communities modeled throughout the year, particularly in weekly content-area staff meetings. These actions set the foundation for the implementation of formal PLCs in the coming school year.

Climate and Culture

Recommendations Regarding Climate and Culture	Action
1. Conduct frequently scheduled safety audits.	On a regular basis complete building review and provide administrators with follow up report including possible recommendations for change.
2. Identify and empower school and community stakeholders to participate on a decision-making shared leadership team.	*Should be addressed in 2011-12.*
3. Develop strategies to build strong student teacher relationships of mutual respect and trust.	*Should be addressed in 2011-12.*
4. Collect and analyze data on student, teacher, and family perceptions of school and develop strategies for improvement.	*Should be addressed in 2011-12.*
5. Implement a peer mediation program and bully prevention strategies.	*Should be addressed in 2011-12.*
6. Clearly articulate school attendance policy and recognize students meeting attendance goals.	Sessions were held for each grade level to review dress code, attendance, tardiness, and discipline policies.

Recommendations Regarding Climate and Culture	Action
7. Beyond the Parent Resource Center, involve the community in the daily life of the school.	*Should be addressed in 2011-12.*
8. Establish formal community partnerships that focus on student learning.	*Should be addressed in 2011-12.*
9. Develop a shared vision for the school involving staff, students, parents, and community in the process.	*Should be addressed in 2011-12.*
10. Increase adult presence in hallways and common areas, particularly during lunch periods.	This area is also included as part of the ongoing safety audit.
11. Collect and analyze data on student, teacher, and family perceptions of school and develop strategies for improvement.	*A full data collection, analysis and dissemination process should be implemented 2011-12 to ensure the type and frequency of data the staff needs to really drive.*

Aligned Assessments

Recommendations Regarding Aligned Assessments	Action
1. Extend work with teachers on reviewing student data to inform differentiated instruction.	Strategies for collecting and using data were included in professional development for all teachers and reinforced through discussions in content-area staff meetings.
2. Provide teachers with opportunities to review student work during common planning time.	Weekly content-area staff meetings were utilized as the venue for reviewing student work and instructional practices.
3. Provide teachers with the opportunity to learn more about performance based assessments and how to use them in the classroom.	This was and is an ongoing theme throughout all professional development.
4. Provide timely baseline-data for decision making.	Acuity, ISTEP and District Quarterly assessments provide baseline data.
5. Establish a clear system for the use of short cycle assessment data to inform instruction.	*Should be addressed in 2011-12.*
6. Use results of STAR Reading and Math assessments to differentiate instruction and to provide leveled reading materials for individual students.	*Should be addressed in 2011-12.*
7. Increase access and information on college assessments (ACTY, SAT) to all students.	*Should be addressed in 2011-12.*

Systems of Student Support

Recommendations Regarding Systems of Student Support	Action
1. Formalize the levels of student supports.	A formal Triage process was implemented to identify and implement supports, based on individual student needs.
2. Increase the communications about supports, interventions and programs available.	Communications processes were established and modeled throughout the year.
3. Increase the number of students in college access experiences, community service and internships.	*Should be addressed in 2011-12.*
4. Review and realign Summer Bridge with Freshmen Academy.	Plans are being developed to expand Freshman orientation and 7th Grade Orientation for the summer of 2011.
5. Formalize and communicate University partnerships.	*Should be addressed in 2011-12.*
6. Students should create academic portfolios as part of an individualized personalized growth plan.	*Should be addressed in 2011-12.*
7. Establish an academic advisory system.	*Should be addressed in 2011-12.*
8. Continue to strengthen community partnerships/relationships to provide opportunities for students to engage in authentic learning experiences outside of the school.	*Should be addressed in 2011-12.*

Key Challenges to the transformation approach attempted at Roosevelt in 2010-11:

- The lack of a full administrative team throughout the school year provided a major challenge to full implementation of instructional strategies and other strategies for overall school improvement. Implementation is uneven, and momentum is unsure.
- Inconsistencies in the implementation of instructional strategies in every classroom point to the immediate need for ongoing monitoring in all classrooms. This, in turn, calls for an operational design that focuses significant resources on both sides of the house—teaching and learning and support services.
- There is a definite need for stronger leadership within each content area, with no immediate solution within existing resources.
- Due to a leadership void at the school for the majority of the school year, staff did not feel compelled to attend professional development workshops, nor did a significant number of teachers feel compelled to implement strategies learned in professional development. All staff must be required to participate in professional development sessions and one-on-one coaching and mentoring to improve instructional practices—an opportunity lost during the year of transformation and one that will be difficult to overcome in future years.

The Bottom Line Case for the Turnaround approach:
First, despite all of the work undertaken at Roosevelt in 2010-11, the school is still a fragile, challenged learning environment. The average age of the teaching staff at Roosevelt is 55, leaving the majority of the current staff near or at retirement age. If the district and school continue under the Transformation model, rather than the Turnaround model, there will no doubt be a tendency by many who have been at the school for a long period of time to look at gains made in 2010-11 and consider things "fixed." Looking at a problem as "fixed" reduces the pressure to improve and makes it easier to slip back into previous performance patterns or, at best, fail to advance.

Equally as important, Roosevelt Career and Technical Center will share space with a start-up New Tech Academy, beginning in fall 2011. New Tech brings with it a one-to-one computing and wall-to-wall project-based-learning approach that engages students and community in the learning process and builds 21st century skills. New Tech will begin with 100 ninth graders (approximately half of whom will be drawn from the Roosevelt population) and will, over the course of four years, build a student population of approximately 400. ***Unless Roosevelt Career and Technical Center implements a similarly bold approach, the performance gap in the building will only widen***, leaving more than 1,000 students in the 7-12 population behind—or leaving them no choice but to seek other more effective and engaging learning environments.

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

Basic Elements of the Roosevelt Turnaround Design

The Turnaround process at Roosevelt will proceed in the following way:

1. The principal will interview all staff currently assigned to the building in July and August and will meet federal guidelines for replacement of the staff. Resources will be focused on transition services, literacy and math prevention/intervention, climate and safety.

2. The school day will be extended by 55 minutes to provide expanded instructional time for students.

3. Teachers, staff and stakeholders will be engaged in intensive, embedded professional development focused on the use of data to differentiate instruction—and leadership will reinforce transfer of lessons learned to daily practice. All teachers will be required to participate in a minimum of 16 days of workshops and professional development, in addition to weekly grade-level and content-oriented PLCs and one-on-one coaching and mentoring.

4. Simultaneously, teachers and stakeholders will be engaged in a process to re-launch the teaching and learning process in two innovative interest-based academies serving students in grades 7-12. The themes and learning plans for these academies will be chosen from among six research-based designs offered by external partner, EdWorks. Focus areas include: green technologies, digital citizenship, health services, innovation, improvisation and leadership and public service. Because they offer a coherent, integrated academic beginning in the 7th grade, these academies will prepare students well for college, career or participation in the four career and technical pathways offered to Roosevelt students through the Gary Area Career and Technical Center and Ivy Tech State College: 1) Arts, A/V Technology and Communications, 2) Architecture and construction; 3) Business Management and Administration, and 4) Law, Public Safety, Corrections and Security.

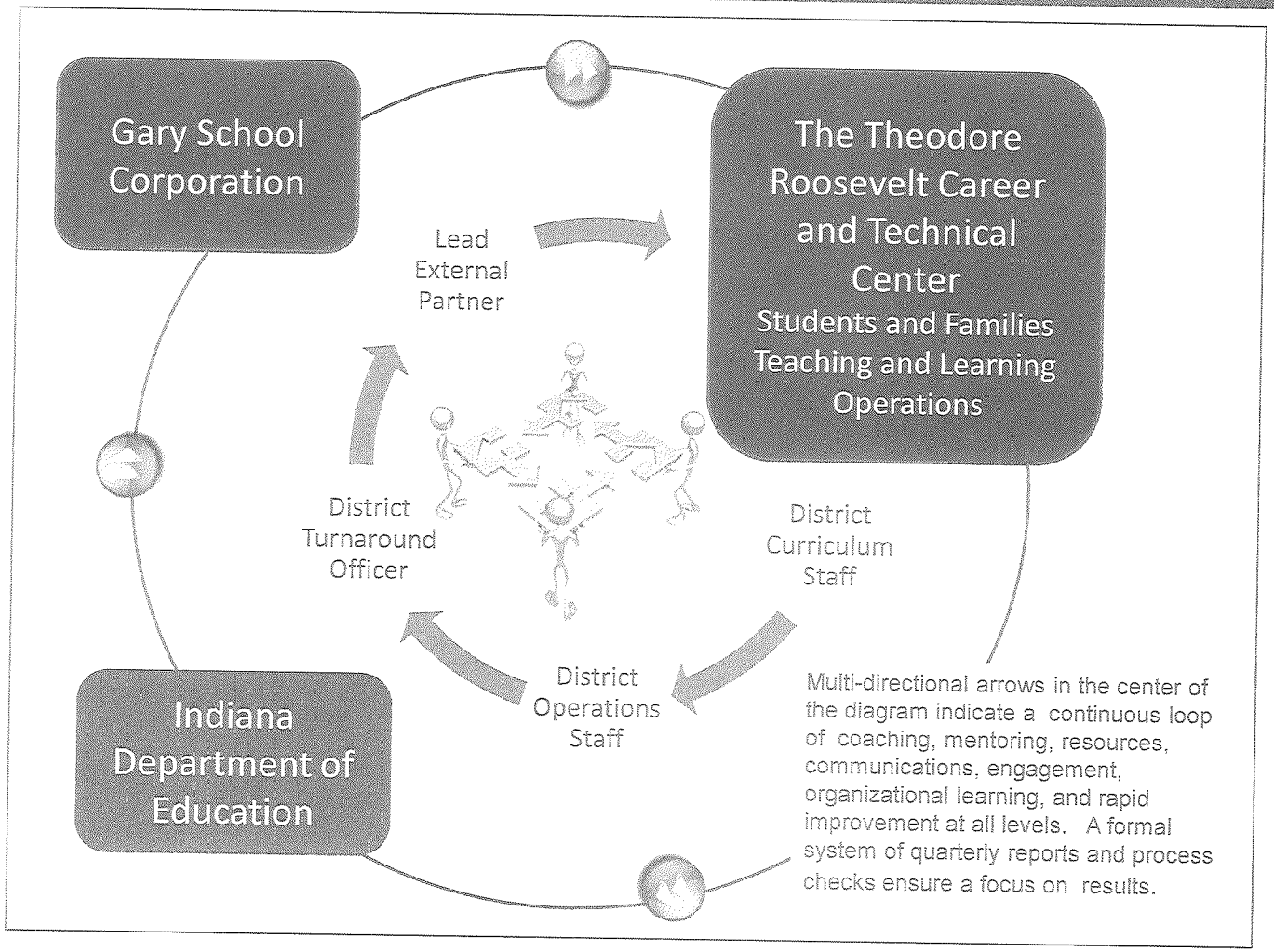
5. Adjustments will be made in staffing for the 2012-13 school year to reflect the focus areas of the interest-based academies.

6. This work will all be supported by a district-level Turnaround Officer empowered to coordinate and focus district curriculum, data, professional development and operational resources on the turnaround effort.

Additional details are provided below.

Gary Community School Corporation is focusing strategic resources and support on its Turnaround schools, including Theodore Roosevelt Career and Technical Center. The Turnaround process at Roosevelt will literally zero-base operations, organizing the school to support personalized instruction and innovative, 21st century learning.

Gary Community School Corporation Strategic Turnaround Support System



See the draft school organizational design below

Support for the School Leadership Team

The Gary Community School Corporation has designated a district-level Turnaround Officer to work one-on-one with its three turnaround schools, breaking through red tape and ensuring they have the resources needed for rapid transformation. Working closely with the Roosevelt Leadership Team and the Turnaround Officer will be external lead partner provider, EdWorks—an experienced technical assistance organization with proven results in school communities similar to Roosevelt. The Turnaround Officer, with a history of rapid improvement of persistently low-performing schools, and the lead external partner will both be supported through SIG funds.

Support for Teaching and Learning

As lead external partner, EdWorks will provide the majority of professional development for teachers and instructional support staff and will assist the Leadership Team in selecting and focusing additional external professional development resources. The district Turnaround Officer will ensure alignment among EdWorks, additional external resources and district-level curriculum staff. All teachers will participate in six days of professional development each summer, as well as the equivalent of10 additional days of professional development during the school year. Professional development during the school year will be implemented through a mixture of common planning time, release time during the school day and regularly-scheduled staff meetings. The schedule will be developed in a way that provides both grade-level team and content-area common planning time for formal professional learning communities.

Key to Roosevelt's long-term success will be the development of internal coaches for literacy and mathematics, each of whom will be master teachers, expert in research-based, engaging teaching and learning and the use of data to drive instruction. Over the course of the three-year SIG grant period, EdWorks will build capacity within these internal coaches to continue support for data-driven, personalized learning after SIG grant funds have been depleted. In addition, parent liaisons will act as an added link between school and home, improving communications with parents/families, helping find solutions to family challenges and thus increasing student focus on learning.

Professional development will model the effective, innovative use of technology to drive instruction. All teachers who are hired in Year One of the grant will have access to an iPod 2 or Netbook with targeted productivity and instructional software at opening of the 2011-12 school year. Teachers will have 24 hour access to communicate with student and parents, access to student data, and research the latest trends in teaching and learning on an ongoing basis.
State online professional development offerings and district-level curriculum teams will provide additional teaching and learning support to meet the needs of individual teachers struggling to implement 21st century practices.

Organizational Effectiveness

Roosevelt currently struggles, not only with teaching and learning, but with climate, culture, as well. Using its Organizational Effectiveness rubrics as a guide, EdWorks will mentor the Roosevelt principal, school leadership team and district curriculum and operations teams in the implementation of a school designed to support effective, engaging teaching and learning. The two innovative interest-based academies will provide a seamless, fully integrated and aligned learning experience for grades 7 – 12. The plan outlined below is designed to focus and organize resources to attain maximum implementation and impact.

I. CAMPUS-WIDE LEADERSHIP AND OPERATIONS PLAN

Shared Leadership in an Age of Accountability

The EdWorks practice of shared leadership is rooted in the belief that *empowered team members achieve organizational and personal results*, a fact that has been demonstrated through the independent research and writing of such internationally recognized leadership experts as Michael Fullan, James Collins and Mike Schmoker, 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)

Building from Schmoker's work, then, *shared leadership is simply the practice of working on working together to achieve results.*

Jim Collins, in *Good to Great and the Social Sectors*, describes effective leaders as "Level 5 Leaders. Level 5 Leaders, he maintains, "get things done within a diffuse power structure," such as a school. Collins quotes a national non-profit leader as saying, "Oh, you always have power, if you just know where to find it. There is the power of inclusion, and the power of language, and the power of shared interests, and the power of coalition. Power is all around you to draw upon, but it is rarely raw, rarely visible." (p. 10)

Such is the power of shared leadership.

Shared leadership is intricately woven into the fabric of the EdWorks school design and implementation model, residing most visibly in the fundamental component that speaks to the development of a strong school climate and culture. A school with a formal, fully-developed shared 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 provides opportunities for staff to assume leadership roles at all levels. The school formalizes shared leadership practices by:
    - 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.

The organizational structure of the Roosevelt campus will reflect a rigorous, student-centered vision. In most urban high schools, the constant attention to discipline, safety and non-instructional services pulls focus and resources away from the core business of the school—teaching and learning. The proposed organizational structure of the Roosevelt campus provides a focused, yet highly coordinated, approach to operations and teaching and learning. Building-wide operations revolve around the following philosophy and practices while the Academy directors and their staffs remain focused on improving academic outcomes and ensuring 21st century teaching and learning practices in every classroom. The proposed structure provides:

- Discipline policies that reflect student learning as a priority.
- Safe, clean and well maintained facilities.
- An environment where adults and students treat each other with respect and are responsible for their work and learning.
- A learning climate where incidents of violence and vandalism are rare.
- Ubiquitous collaborative learning communities.

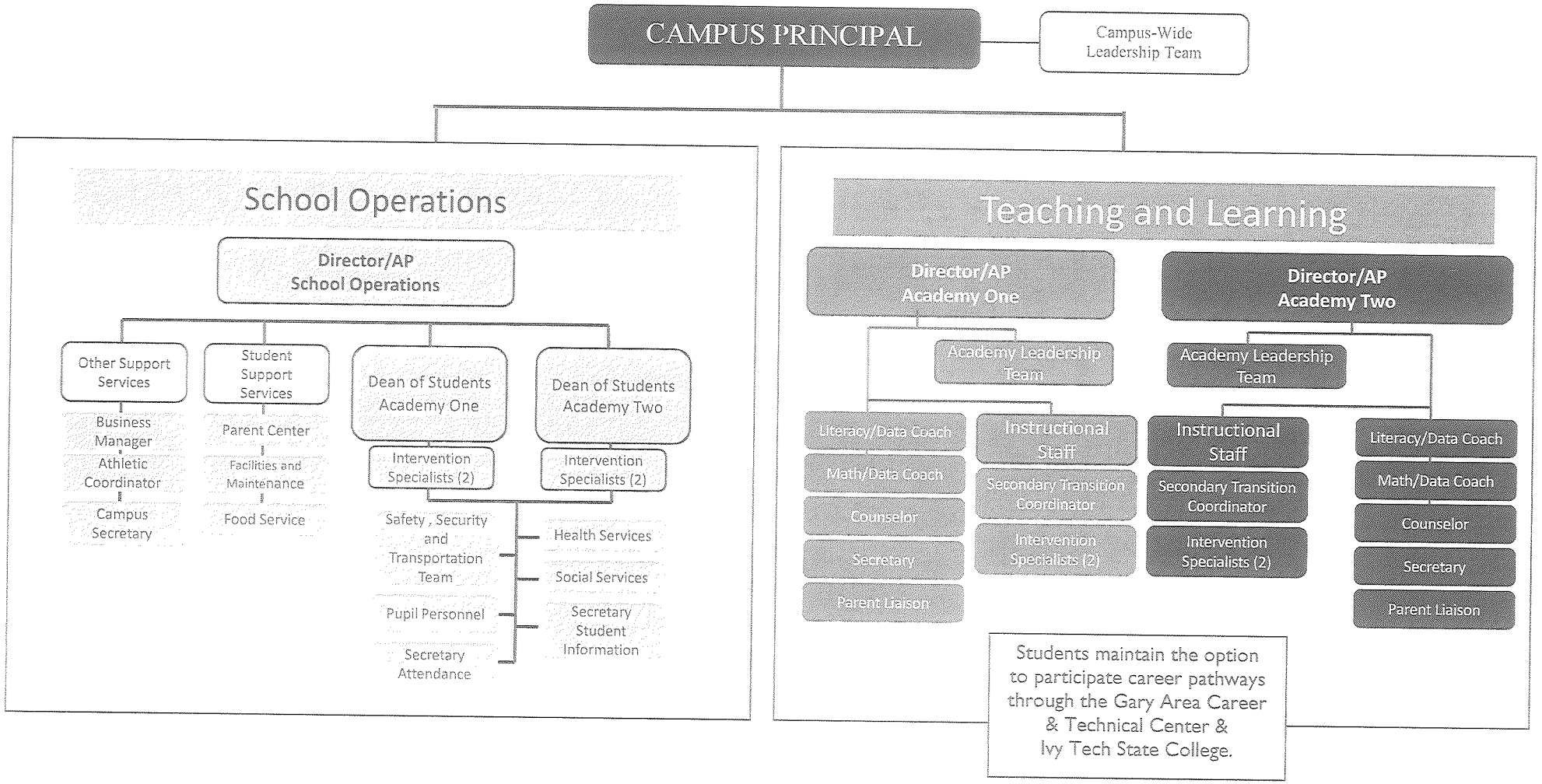
GOVERNANCE STRUCTURE

A. Campus Principal (Phyllis Hammond named to the position in summer 2010)

The principal of a turnaround campus is, first and foremost, a data-driven facilitator of learning and a collaborative leader who looks to the strengths of the whole to achieve common goals and outcomes for students, schools, teachers, classrooms, and communities. He or she knows how to organize and manage a non-instructional operating system to support the primary function of the building—teaching and learning.

Proposed Turnaround Structure for Theodore Roosevelt Campus

Home of Two Innovative Interest-Based Academies
A Seamless, Scaffolded Learning Experience for Grades 7-12



Equally as important is the facilitation of the effective operations of multiple Academies within a single facility. The Campus Principal serves as a primary point of contact for the school with the central office and district support operations regarding ***non-instructional*** issues; helps facilitate the creation and operation of the Campus-Wide Leadership Team; establishes the structure to communicate with shared campus staff and resources; manages the facility; and coordinates extra- and co-curricular activities and community-based programs. The Campus Principal is assisted in the day-to-day management and oversity of the non-instructional issues by a **Director of Operations (to be named).**

Shared leadership is not traditional management. Most importantly, shared leadership does not change a campus leader's level of responsibility or authority. By law, the campus principal is held responsible for the effective operation of a school. Shared leadership does not change that fact. Shared leadership merely provides a systematic way to harness the ingenuity and power of every member of the school community to "do the work" and ensure results.

The effective shared leader builds a climate and culture that focuses on the following critical elements:

- Safe and purposeful school environment
- Results-driven SMART goals and benchmarks
- Community engagement for accountability
- Students and families as primary stakeholders
- Coordination of campus-wide issues
- A formal system for ensuring the people closest to the students—teachers, parents, community members and student themselves—contribute to the decision making process in the school.

B. **Academy Director (2 Academy Directors to be named)**

The Director of an effective, personalized Academy maintains a laser-like focus on teaching, learning, data and results. Roles and responsibilities in the EdWorks turnaround campus are designed to place primary responsibility for operations and discipline under the guidance of the Campus Principal, thus allowing the Academy Director to attend to teacher practice and student achievement, including the deep connections with higher education and the community that are critical components of the EdWorks Academy. The Academy Director ensures the implementation of a school design for personalization, including formal professional learning communities and collaborative time for teachers; advisories and personalized growth plans for students; flexible scheduling designed to support deep, applied learning and a grasp of coherent concepts within and across disciplines. The Academy Director is a collaborative leader who harnesses the knowledge and skills of the whole to achieve common goals. The Academy Director must possess and display the leadership characteristics that are associated with all

effective school leaders (adapted from ISLLC). Academy Directors also need to possess and display adaptive leadership qualities; i.e., being able to respond successfully to problems that "are not amenable to authoritative expertise or standard operating procedures" [Heifetz and Linsky: *Leadership on the Line*]. Perhaps most importantly, the Academy Director must possess and display the heart and mind to support and foster a high-performing staff focused on working on working together to find uncommon solutions to common challenges.

The most powerful Academy Directors have a passion for and experience with the primary focus or theme of the Academy they lead.

C. Campus-Wide Leadership Team

The success of each individual academy is dependent upon the establishment of an effective environment within a shared-space campus. The Campus-Wide Leadership Team is organized to further conversation among school leaders and others who share space, with solid processes for collaboration around operations issues. Specifically, the Campus-Wide Leadership Team considers such areas as:

- Common activities that are created to reinforce the sense of community on the campus, beyond the individual small schools.
- Campus safety, tone and climate.
- Improving operational support for student achievement and success.
- Teacher networking among all schools on campus.
- Shared professional development.
- Usage schedule for common areas.
- Arrival and departure times of students and staff of each school.
- Security issues.

The Campus-Wide Leadership Team includes representation from the Academy Leadership Teams, and collaborates with the Academy Leadership Teams on a regular basis to identify ways to improve operational support for student learning.

D. Academy Leadership Teams

Each Academy in the EdWorks Model creates a Leadership Team comprised of: the Academy Director, teacher leader, selected teachers and staff, parents/guardians, community/business members, and students. This group will provide instructional leadership for the Academy and assist the director in identifying and resolving issues focused on teaching and learning, determining degree of progress toward goals, helping design and implement strategies for closing the gap between actual and

goal performance, collaborating with the Campus-Wide Leadership Team to identify ways to continuously improve supports for students, and planning the school's future development. The Academy Leadership Team holds no official power to act on its own, rather, it relies on the "power of inclusion" and the power of coalition" to achieve desired outcomes. The Academy Leadership Team acts in an advisory capacity to the director and often helps set up the structures that make collaborative efforts, such as professional learning communities and student leadership teams possible.

E. Other Key Positions

Internal Literacy and Mathematics Coaches (2 coaches to be named per academy)

Internal coaches are an integral part of the leadership team for each Academy, working hand-in-hand with the Academy Director to create and sustain a laser-like focus on effective teaching practice, data use and analysis and student achievement. The Internal Coach is recognized by his or her peers as a strong in both content and pedagogy and is known for implementing within his/her own classroom the research-based instructional processes outlined in the Academy designs. In this role, the Internal Coach:

- Assists with school and district assessment processes
- Works side-by-side with colleagues to team teach lessons, observe and comment on instructional strategies, brainstorm solutions to classroom challenges, and encourage others to do the same
- Assists colleagues in planning for effective use of collaborative time
- Is an expert in the application of the 8-Step Process and Charlotte Danielson's Framework for Learning
- Leads Professional Learning Communities (PLC) and helps train colleagues to do the same
- Helps colleagues interpret data and apply lessons learned to day-to-day implementation in the school and classroom
- Assists in the implementation of the assessment process on the campus, with special attention to diagnostic and formative assessments
- Assists the Center of Strength with the design and delivery of initiatives in collaboration with the community (i.e., critical issue discussions, mentorships, internships, Summer Bridge, etc.)

Dean of Students

The Dean of Students promotes a positive school climate and culture through the implementation of programs that encourage positive student behavior, resolve student conflicts and maintain safety. A clear understanding and consistent application of due process is fundamental to the success of the position. Additionally, the Dean of Students supports the teaching staff by recommending classroom management strategies, identifying students with attendance issues or disciplinary problems and

addresses those issues with families, focusing on positive outcomes. The Dean of Students works with Counselors, the and Internal Coaches, social workers and Parent Liaisons to establish Triage and acceleration plans for students and break down barriers to student success.

Secondary Transition Coordinator

As the Roosevelt campus moves from its previous set of courses and structures to the new, rigorous course of study in the new Academies, students entering the 11th and 12th grades will need additional assistance ensuring they have the courses and credits needed for graduation. The Transition Coordinator will take data from the Triage Process to target individual students for credit recovery or accelerated courses. In addition, special attention will need to be placed on ensuring rising 11th and 12th graders receive as many opportunities as possible for early college experiences, from campus visits to targeted dual enrollment opportunities. In addition, time has been built into the schedules of content-area teachers to provide specialized assistance with the process. It is envisioned that the Transition Coordinator position will ultimately become a second Coordinator of Extended Learning Opportunities within two to three years as the Academies have more and more students prepared to engage in action research projects, internships and early college experiences.

Prevention and Intervention Specialist

The Prevention/Intervention Specialist works proactively with regular classroom teachers to ensure the success of students who are struggling to achieve academic goals, including students in the regular education program and those with IEPs. The Specialist seeks to identify and alleviate problems and challenges *before* intervention is needed. The Specialist helps identify academic resources and programs for students, helps modify the general education curriculum, as necessary and assists students who have IEPs with regular class assignments. The Specialist communicates regularly with families and teachers about the educational progress of special education students, assists with the report development and recordkeeping. Specialists are experts in literacy and mathematics and spend considerable time coaching and mentoring their colleagues to ensure transfer of professional development to daily classroom practice, as well as assisting students in a one-on-one basis.

Parent Liaison

The parents and family members of Roosevelt students have, themselves, not always been successful in school. For that reason, they are often reluctant to approach school to advocate for their students or do not feel comfortable communicating directly with administrators and teachers. Drawn from the Roosevelt community, the Parent Liaison can meet families where they are and help bridge the gap between home and school. Working with the teachers, administrators, counselors, the Community Center of Strength and social workers, the Parent Liaison can often help find unique strategies for breaking down barriers to student success.

Gauging School and Leadership Effectiveness

As discussed earlier, EdWorks uses an Organizational Effectiveness rubric designed specifically to assist in gauging the level of leadership implementation in its schools. The rubrics were developed by nationally-known research and evaluation firm, Edvantia, and reflect national best practice. The Organizational Effectiveness rubric enables leaders to gather data they can use to reflect on practices that are shaping the future of their school(s) and to gauge their progress in implementing innovative high school practices. 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. The rubrics have implementation levels that 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 schools increase their level of professional practice. There are four levels of implementation, ranging from "basic" to "exemplary", for each rubric indicator.

Sample Indicator from the School Climate and Culture Rubric

Rubric Ref.	**Basic** Level of Implementation 1 ... 2 ... 3	**Emerging** Level of Implementation 4 ... 5 ... 6	**Effective** Level of Implementation 7 ... 8 ... 9	**Exemplary** Level of Implementation 10 ... 11 ... 12
OE-2b	The school does not have a safety plan, nor does it conduct regular safety audits.	**The school has a formal plan to ensure a safe learning environment that includes, at a minimum, safety and security of the building and grounds, a crisis management plan, an emergency response plan, and strategies for effective deployment of security personnel, if applicable.** All staff have received a copy of and training in the safety and security plan.	The school meets all the expectations for the Emerging level and, in addition, conducts ***safety audits at least annually. Results are reviewed by staff*** and identified needs are addressed.	The school meets all the expectations for the Effective level and ***conducts monthly safety audits.*** Results are reviewed by ***all staff*** and others as appropriate. Identified needs are addressed in a timely manner ***and ongoing needs are incorporated into the school improvement plan.***

2. SCHOOL CLIMATE AND CULTURE

A positive climate within a school results from the combination of all the programs that educators conscientiously use to build a safe and purposeful school environment, from the more traditional plans for physical safety and security to elements of personalization, such as student advisory system, differentiated instruction, student support structures (prevention and intervention programs), student growth plans, shared leadership teams and a highly-integrated campus operations plan. Working under the direction of the Campus Principal, a Dean of Students for each Academy maintains primary responsibility for the positive school climate and culture on the campus. Overall climate and culture will be designed to reflect the principles and practices in the "Positive Behavior Intervention and Supports Framework."

Safety and security form the foundation of a school climate and culture that is conducive to learning. To that end, the school safety check-up is designed to be conducted in partnership with district and school leaders. The Campus-Wide Leadership Team takes responsibility for ensuring safety, and a regular safety check-up addresses the following areas:

- The physical plant and grounds
- Development and maintenance of policies and procedures
- Student practices and procedures that enhance safety
- Practices and procedures adults can use to enhance safety
- Identifying, monitoring and using data to enhance safety
- Handbooks, safety drills and effective procedures for crisis situations

The Campus-Wide Leadership Team gathers evidence, reviews, and monitors the following information on a monthly basis, at a minimum, and makes adjustments to systems, as needed to maintain a positive climate and culture.

- Attendance data
- Discipline referral data
- Existing school safety plan
- Student code of conduct
- Formal discipline plan
- Current crisis management plan

- Current evacuation plan
- Any other information deemed important to the safety and security of the campus

The Campus-Wide Leadership Team will utilize an accountability system to accurately record and monitor the daily attendance of students and staff to foster a culture of calm. Students and staff entering /exiting the building will be recorded and a daily log maintained. The new safety and accountability system will assist with the development of life application skills necessary for the successful transition to post-secondary experiences and the world of work.

Intensive Support for Attendance

The Roosevelt Campus will take special steps to build strong relationships with its students and their families. Home visits are a key element of the approach to relationship-building. Staff will work in teams to make visits to the homes of all incoming freshmen prior to the Student Summer Bridge. As the teams complete visits to the homes of first-year students, they move on to the homes of rising seniors, then sophomores and juniors, in that order. All initial home visits should be complete by December 2011 of the 2011-12 school year, and prior to the open of the school year in all subsequent years. In addition, home visits will be made to any student missing more than two days in any single month. Home visits are designed to help families brainstorm strategies for overcoming barriers to student attendance, ranging from challenges with health services, sibling care, social services or safety concerns. At the time of, or immediately following the visit, staff will use information gathered through the community mapping process (see 3 below) to refer families to resources and support within the community, as needed.

During the school year the Dean of Students for each academy leads the charge to identify every student who has missed more than two consecutive days or three or more days in any single month. Each of these students and their families will receive a personal visit from the Dean or a member of his/her team to discuss challenges and find a solution to ensure the student immediately returns to school --and remains engaged in school-.

A. Social Climate

Knowing students, how they think, their needs, desires and intentions is equally as important to creating schools that are personalized communities for learning, rather than anonymous institutions where some are known and some are anonymous. This philosophy permeates the personnel and practices throughout the Roosevelt Campus.

B. Intellectual Climate

The Professional Learning Community (PLC) provides opportunities for adults within an Academy to learn and think together about how to improve their practice in ways that lead to improved student achievement. Members of a PLC engage in reflective dialogue and ongoing critical inquiry, maintain a sharp focus on student learning ***and results***, and are open about their work and willing to examine it publicly.

COMMUNITY INVOLVEMENT

A. Community Plan

The Campus-Wide and Academy leadership teams will collaborate to create a community asset map designed to identify and mobilize the *existing local assets and skills* of the community and harness them on creating a seamless system of supports for students. The community mapping process plays a critical role in connecting the community with the daily life of the school—and with the ultimate success of individual students and the school itself. A strong community mapping process can weave a seamless tapestry of academic and social supports for students, linking home, school, neighborhoods, businesses, educational and government institutions, and local organizations.

Key questions to be considered in the community mapping process:

1. What do we want participants in the community mapping process to carry away from the experience?
2. What do we want ***participants to do*** as a result of the community mapping experience?
3. What do we want those individuals, organizations and institutions ***identified on your map to do***?

4. When the asset map is complete, how will we introduce it to those who you want to use it? To those who are listed on it? Will we show the map to those who will use it and provide written information about the resources listed on the map? Will we physically drive through the neighborhood? Will we arrange meetings between those who will use the map and those who are listed on it?

The following categories of resources generally considered in a community mapping process:

- ***Individuals*** (parents, teachers, entrepreneurs, activists, religious leaders, students, etc.)
- ***Local businesses and economic generators*** (small and medium-sized businesses, large corporations, banks, credit unions, community development corporations, chambers of commerce, etc.)
- ***Formal and informal groups and organizations*** (churches, family support groups, service clubs, unions, veterans groups, youth groups, etc.)

- ***Physical spaces*** (libraries, recreation centers, museums, transit facilities, parks, etc.)
- ***Institutions*** (other schools, hospitals, colleges and universities, police and fire departments, libraries, social service agencies, foundations, etc.)

It is anticipated that Roosevelt will need to identify a social service agency—in addition to creating the asset map—to focus intensive wrap around services for those students in the school who face the most difficult challenges.

B. Key Community Partnerships

Community Center of Strength

Ensuring the full implementation of an authentic community engagement process is a Community Center of Strength—a trusted nonprofit organization recruited and engaged for its ability to convene a broad cross-section of stakeholders, facilitate deep, meaningful conversations with the community and translate information gathered through the community conversations to action for the school design itself and for ongoing systems of student supports.

EdWorks will help Roosevelt and engage a partner to act as a formal Community Center of Strength for the campus, guiding the process of building the community map and setting up a series of meetings in area churches, businesses and other community meeting locations. The first focus of these meetings will be to introduce the concept of the new Academies to parents and the community and answer questions about the teaching and learning process and expectations for all students and adults involved with the school.

Roosevelt's community partner will also assist the Campus Principal and Academies Directors in managing and cultivating partnerships that will further the academic goals of the school.

Higher Education

Through the planning process, Roosevelt will also identify a key local two- or four-year higher education partner for the new Academies on the Roosevelt campus. The Academies will work with Local University to:

1. Build two planned, purposeful pathways that blend the learning experiences for grades 9-12 and higher education. These pathways will offer Roosevelt students specific options for earning both high school and college credit for courses tied to the interest-based themes of each academy.
2. Outline university facilities that are available to students.
3. Develop a plan for engaging students in the Summer Bridge program on the Local University campus.

4. Develop a plan for engaging teachers and leaders in their Summer Institutes and Annual Retreats on the Local University campus.
5. Formalize faculty-to-faculty connections between the staffs of Roosevelt and the Local University campus.
6. Develop a formal memorandum of understanding with the Local University that will outline roles and responsibilities for the University and Roosevelt in this new, deep partnership.

Business and Professional Support

The Local Community Engagement Partner will also assist the Academies in identifying other local business and community partners who will become a part of the daily intellectual and social life of the Academies on the campus by:

- Business and community partners act as advisors to teachers, helping instruction come alive as partners help design real-world problems for students to address, wrestle with and solve using knowledge and skills gained in project-based and inquiry-based setting.
- Engaging the students in "critical issue discussions" and intersessions designed to illuminate local and global challenges and elicit a wide range of possible solutions to ongoing dilemmas.
- Delivering wrap around services for students and their families.
- Other services, as identified.

3. ASSESSMENTS

In addition to the state required assessments in Algebra, biology, English and government, students in both Academies will be participate in the following assessments.

A. Diagnostic and Formative Assessments

All 7th and 8th grade students will take Acuity diagnostic tests annually. All 8th grade and 9th grade students will take the Acuity predictive tests for Algebra annually. Students in grades 7-10 will take the STAR Reading and Math diagnostic assessments within the first three weeks of school and again at the close of the school year, at a minimum to gauge improvement in core skills. Students in the 11th and 12th grade who have not yet mastered required end-of-course tests will also take STAR Reading and Math assessments.

B. High Stakes Assessments

Students in grades 7-8 will take the ISTEP assessment in English language arts, science and mathematics. Students in will take Algebra I, Biology I and English 10 end-of-course assessments as they complete instruction in each subject.

C. College-Ready Assessments

Students will begin taking the PSAT/PLAN in the ninth and tenth grade, with 11th and 12th graders participating in SAT/ACT.

4. RESPONSE TO INTERVENTION

The Academies at Roosevelt will provide a tiered approach to using data and research to ensure all students have the supports they need to be successful in a rigorous course of study, as defined by the National Council for Response to Intervention: "Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities."

Plans for The Academies at Roosevelt integrate a commitment to the use of data to drive instruction. That commitment is reflected in the assignment of resources to support:

- A proven baseline and formative assessment system
- Professional development in the use of data to drive instruction and the development of standards-based instructional plans (outlined in the activities described in Section III below
- The commitment to employ a formal system of interventions and acceleration to help all students achieve success in a rigorous curriculum.

The formal intervention system includes the following levels:

Level One: All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts and mathematics (science may be added, given adequate resources). Student schedules are designed to ensure they have time within the scheduled day for intervention or acceleration. All teachers use data to drive instruction and employ differentiated teaching practices to provide additional time, materials or support for each student. Testing occurs three more times during the year, with adjustments made to the schedule and research-based instructional practices to ensure all students are progressing according to plan.

Level Two: If students still are not meeting individual learning goals under Level One, students participate in "Accelerated Academies," intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests

and standards. Students who still seem to be struggling are referred to guidance and special education services for additional testing and placement.

Level Three: EdWorks will assist The Academies at Roosevelt in the identification of evidence-based interventions to ensure the most challenged students reach learning goals.

5. SPECIAL POPULATIONS

As is required by federal IDEA regulations, full inclusion is planned for all students whose IEPs do not specifically exclude such an instructional practice.

6. SUPPRT FOR DATA COLLECTION AND ANALYSIS

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.

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

1. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the Turnaround model.
2. **Student, Teacher and Leader Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
3. **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
4. **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. Two reports will be generated:

Outcomes Report One: 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
PSAT/SAT Participation	Trend, Benchmark
College applications	Trend, Benchmark
College /technical Course Participation	Trend, Benchmark
Internships, community service, research assistantships, apprenticeships	Trend, Benchmark

Outcomes Report Two: Annual Growth for Students, Teachers, leaders, Schools

- **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

Metric	Analysis
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
College/ technical course performance	Trend, Benchmark
College course completion	Trend, Benchmark
PSAT/SAT Participation	Trend, Benchmark
PSAT/SAT Performance	Trend, Benchmark
College applications	Trend, Benchmark
College/ technical school enrollment	Trend, Benchmark
Overall Level on the EdWorks Organizational Effectiveness Rubric	Trend, Benchmark
Overall Level on the EdWorks Instructional Rubric	Trend, Benchmark

These data, at the building level, will be used to help chart progress in each Academy.

Formative assessment data, student performance on classroom assessments, and data from state assessments will be used to improve teaching, learning and student achievement.

The following chart outlines the process for communicating progress to the district and the state. Each report will be discussed with the school leadership team and the school as a whole for their feedback prior to sharing and discussing with the superintendent and appropriate state personnel.

PROGRESS CHECK	AGENDA
Bi-weekly update meetings involving the Turnaround Officer, EdWorks primary coach and the State monitor	❑ Review the completed calendar tasks ❑ Seek guidance in areas of concern ❑ Discuss future work
Quarterly meetings involving the Superintendent, involving the Turnaround Officer, EdWorks primary coach and the State monitor	❑ Informal site visit with district leadership ❑ Review the preliminary rubric assessment results ❑ Summarize progress on calendar tasks ❑ Quickly preview the second semester calendar ❑ Discuss available dashboard data ❑ Review strategic planning process
End-of-year meeting the Superintendent, involving the Turnaround Officer, EdWorks primary coach and the State monitor	❑ Conduct formal rubric-based site review ❑ Review the final rubric assessment results ❑ Summarize progress on calendar tasks ❑ Preview the calendar for the coming implementation year ❑ Review preliminary projections for year-end dashboard data ❑ Discuss strategic action plans for the coming year
Annual written report from EdWorks for distribution and discussion with the Board and State (August)	❑ Deliver a written annual report to the superintendent, the Board and the State that includes: 1. Executive Summary of Progress 2. Preliminary and Final Rubric Assessment Results 3. School Readiness Check (planning year only); School Implementation Check 4. Data Dashboard indicating Progress Made on the Annual Milestones and Progress toward Implementation Year Performance Targets
Regular informal check-ins by EdWorks senior staff	Mix of phone calls, e-mails from the National Director of Field Operations and others, as needed

Extended Learning Time

As explained in the Key Findings and Root cause analyses of additional minutes in the school year on page 10, the Roosevelt leadership team will implement a staggered start and end times for adults at Roosevelt in order to gain additional learning time for students with minimal impact on the current budget. Additional learning time will be gained within the schedule by scheduling teachers with open periods into intervention labs for students. This, again, without additional impact on the budget.

Professional Development

A scaffolded system of teacher professional development is outlined in the attached five-year professional development plan. Annual Teacher Summer Institutes and monthly embedded professional development workshops are extended with all teachers through job-embedded coaching, mentoring and modeling by the EdWorks Technical Assistance Coach. Throughout the process, the EdWorks focuses on building the capacity of Academy Teacher Leaders to continue the work on a daily basis.

The professional development plan for Roosevelt is in alignment for the context, process, and content standards as outlined by the National Staff Development Council so that staff development will improve learning for all students. These standards include:

Context Standards

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

The timeline for activities provides insight into the timing and content/pedagogical focus of professional development. Specific workshops and professional development schedules will be designed in consultation with the school and district leadership teams, which both include teacher association leaders. New knowledge and skills will be introduced to staff in workshops that are generally 90 to 120 minutes in length. Multiple modules may be combined, if the school is able to offer day-long or multi-day retreats.

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery, and an overall learn-by-doing focus. Leaders and teachers involved in the workshops learn the latest approaches to leadership, teaching, and learning by developing lessons and creating walkthrough plans or completing SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses and formulating student support plans, just to name a few examples.

This "learn-by-doing"/job-embedded approach to professional development makes it possible to correlate changes in student performance with professional and leadership development experiences.

Professional Development Support Beyond the Regular School Day

To achieve success in the proposed Academies, teachers and leaders will need significant professional development in the following key areas:

- High payoff-instructional strategies
- Effective use of statewide and national standards
- Backwards design of curriculum, beginning with standards and state and national assessments, then moving all the way back to teaching, learning and assessment at the classroom level.
- Effective use of data to drive instruction and student outcomes
- Unit and lesson design
- Personalization (including course-embedded advisory programs)

- Strategies for rigor, relevance and student engagement

This proposal includes six days of professional development for teachers each summer—three days in June, three weeks in August to focus specifically on the advisory program, high payoff instructional strategies, and unit and lesson design. Work will be extended through four hours of follow-up professional development per month throughout the school year, at a minimum. These hours of professional development will focus on:

- Using data to differentiate teaching and learning in the classroom
- Effective strategies for differentiating teaching and learning
- Deepening content knowledge (monthly professional development, with topics based on results of student diagnostic assessments and informal assessment of teacher knowledge and skills.
- Integrating technology into daily classroom practice to engage students and accelerate the learning process
- Improving pedagogical practices consistent with the interest-based academy design: inquiry, design-thinking, project-based or problem-based learning and Socratic seminars.

Embedded Learning to Maximize Common Planning Time

The Academy schedules are designed for maximum collaboration time among teachers. The modified A/B Block schedule provides alternating days of grade-level and content-area common planning time. The EdWorks Technical Assistance Coach will help the staff become adept at applying processes and tools during common planning time to improve student engagement and outcomes, as well as their own professional growth. Initial work with teachers answers the question, "Why collaborate?" And because teachers often struggle at the beginning to use common planning time effectively, EdWorks provides a series of specific agendas and protocols to guide the use of common planning time for specific purposes. EdWorks trains teacher leaders in the application of the protocols and mentors staff through the processes of:

Learning to Maximize Common Planning Time

In addition to the professional development conducted in concentrated sessions outside of the regular school day and school year, Academy schedules are designed for maximum collaboration time among teachers. The modified A/B Block schedule provides alternating days of grade-level and content-area common planning time. The EdWorks Technical Assistance Coach will help the staff become adept at applying processes and tools during common planning time to improve student engagement and outcomes, as well as their own professional growth. Initial work with teachers answers the question, "Why collaborate?" And because teachers often struggle at the beginning to use common planning time effectively, EdWorks provides a series of specific agendas and protocols to guide the use of common planning time for specific purposes. EdWorks trains teacher leaders in the application of the protocols and mentors staff through the processes of:

1. **Examining Student Work**

   (Protocol adapted from National School Reform Faculty's Tuning Protocol)
   This protocol enables teachers to receive feedback and fine-tune their developing student assessment systems -- including exhibitions, portfolios and design projects. Collaborative reflection on the completed product and its outcomes in terms of student growth and learning provides suggestions for the designer, who may choose to modify the work and / or refine its process before using it again. Seeing through fresh eyes and hearing colleagues' questions often enable the designer to raise the rigor and relevance of the work.

2. **Tuning Instructional Strategies and Materials**

   (Protocol adapted from National School Reform Faculty's Tuning Protocol)
   The process in tuning instructional strategies and materials is similar to the Examining Student Work protocol (Agenda 1), except that this protocol is used in the design phase of instruction. Prior to using the strategy or materials, the teacher is asking for affirmation or some additional direction in planning. The collaborative reflection of the group will provide a deeper understanding of the strategy and its uses and/ or the materials and their appropriate use with the designated standards. This protocol is best used with same-content practitioners because of their deep knowledge of the standards, but other colleagues would certainly add insight.

3. **Vertical Teams– Same Content**

   Issues of equity and access surface when teachers interpret the curriculum according to their own value systems. No ill is ever intended for students; however, some students may gain a rich understanding of difficult topics while others merely skim the surface learning basic factual material. One way to combat this inequitable curriculum is for groups of teachers to agree to design units together around the most difficult-to-learn, hard-to-teach concepts within the content area.

4. **Horizontal Teams – Cross-Content**

   Adolescent brain research has shown us that students learn best when their learning is connected – connected to their world, their emotions, their passions. By purposefully designing integrated units of study, we set the stage for students to understand and remember difficult concepts across disciplines. When the work we design enables students to "connect the dots" between separate, seemingly unrelated courses, we provide context for student learning and increase the likelihood of long-term memory. The purpose of this protocol is to help teachers from different disciplines design a unit of study that makes these connections visible to students.

5. **Examining Student Data**

(Adapted from ATLAS "Looking at Data" – National School Reform Faculty, 2004)
Data drives good decision-making, but sometimes looking at data can put people on the defensive. The purpose of this protocol is to provide a structured dialogue format to manage the discussion and maintain the focus while examining data. This protocol is designed to use inquiry-based thinking: observation, generalization, and justification. Participants describe the data, then identify trends, make inferences and hypotheses. Using the data, they justify their thinking and describe what they believe to be the implications for their teaching. The three phases of the protocol help the group make shared meaning of the data and provide the platform for objective decisions about instruction.

6. **Examining School Data**

(Protocol based on Inquiry-based Instruction Model)
Examining School Data can reveal the strength of curriculum, classroom instruction, and scheduling in broad strokes. Identifying trends within the data can inform decisions for current instruction and intervention. In addition, those trends should inform decisions about future schedule changes, future curriculum offerings, and future student services.
Educators at every level of the organization must be able to identify instructional needs and must have the opportunity to provide possible solutions. Within the collaborative planning time, teams of teachers can examine slices of the school data that impact their day-to-day instruction. By uncovering trends and possible causes, classroom teachers can provide very practical solutions to difficult issues.

7. **Text-Based Discussion on Research**

(Protocol adapted from "Three Levels of Text" – National School Reform Faculty)
Purpose: Within the school, every person must continue to be a learner. By setting aside time to read and discuss a piece of text together, the group collaboratively builds its capacity. So what kind of text should we choose? It could be a journal article, a chapter in a book, an article from business, education, or popular publications. Whatever it is, the group collectively agrees to probe its implications for teaching. The purpose of this protocol is to provide each member of the group an equal voice in the inquiry process.

8. **Unpacking Standards and Assessments**

Prior to designing any lesson/ unit, teachers must be clear about the learning objectives. Just what content will be learned? What kind of thinking is required to learn that content? Too often, lessons target pre-requisite skills and never get to the heart of the learning for the grade-level standards. We are not for a minute suggesting that teachers ignore the scaffolding needed to bridge gaps in student learning. What we are saying is that we must be purposeful in designing assessments and learning tasks that

match the rigor and relevance required by the standards. The purpose of this protocol is two-fold: to enable teachers to de-construct the standards prior to lesson design and to analyze assessments in order to link instruction and assessment to the standards.

9. **Classroom Observation and Feedback**

   Just as formative assessment and feedback are critical in student learning, so observation and feedback are critical to teacher development. The crux of the matter, though, for most teachers is who is observing and for what purpose. This protocol is designed for teacher pairs to help each other improve the quality of instruction in their classrooms. It is teacher-driven, growth-oriented – not evaluative.

Specific professional development topics will be included in the timeline in Section C.

Innovation in Teaching and Learning—from traditional pathways to innovative interest-based academies

Roosevelt Career and Technical Academy is currently focused on more traditional vocational pathways: arts, A/V Technology and communications; architecture and construction, manufacturing and law, safety and public justice. Roosevelt, like other persistently low-performing schools across the nation, struggles to envision truly innovative, 21st century teaching and learning experiences.

For that reason, rather than begin the Turnaround process from a blank slate, Roosevelt will explore six innovative interest-based academies developed by EdWorks and its national content partners and adopt and two of the high-interest, 21st century designs for implementation in the building. (See the attached document on EdWorks Innovative School Designs.) EdWorks academies have fully-developed **learning plans that focusing in these areas: green technologies, digital citizenship, health services, innovation, improvisation and leadership and public service.** As they are considering these themed designs, the Roosevelt community will look for those academies that will enhance and extend current career and technical pathways. The goal is to establish two academies on the Roosevelt campus that provide a coherent, engaging experience for students from the moment they enter the door as seventh graders until they graduate prepared for college and career.

The foundation for the four-year learning plan in each interest-based school

All six school designs provide a rigorous, college preparatory curriculum that meets and exceeds the Indiana Core 40:

- English 9-12, with a heavy emphasis on writing
- Algebra 1, Geometry, Algebra 2 (minimum for all students); Recommend the addition of Calculus or Trigonometry
- Biology, Chemistry, Physics (minimum for all students); recommend Chemistry II or additional life science
- A minimum of 3 years of Social Sciences
- A minimum of 2 years of foreign language, with 3 years recommended
- A minimum of one credit of fine or performing arts required for all students. Some designs support additional courses in the arts.
- Dual enrollment and other innovative partnerships expand course offerings for students.
  At least one credit of health and physical education, with the majority of designs incorporating additional units of physical education.

All courses will be aligned with national standards, including the new "Common Core." These rigorous courses will be taught in a very integrated way, organized around annual "big ideas" or "themes." All schools are designed to be implemented in technology-rich environments.

Common features of the EdWorks interest-based school designs

- Four-year cross-curricular learning plan revolving around **big ideas and essential questions**
- Highly-developed systems of student support, personalized learning plans, and an **advisory curriculum integrated with a signature course for each academy**
- Real-time, performance-based assessments
- Community service and service learning
- Senior experience characterized by internships portfolio development and senior projects
- Targeted enrollments of 400 - 500 students each

Creating the Innovative School Designs

The learning plan for each design is driven by overarching big ideas or themes, enduring understandings and essential questions related specifically to the interest base or theme of the academy. The overarching big ideas/focus areas, enduring understandings and essential questions that will guide each year of teaching and learning in the school emerge from a cross-curricular analysis of the standards in the driving content area(s) for the school (e.g., science or social studies).

These interest-based academies, with their focus on inquiry-based, project-based and problem-based learning, will offer strong options for students on the Roosevelt campus—options that are parallel in power and impact to New Tech Academy.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		See attached budget. The district, school leadership team and external partner, EdWorks, collaborated to research areas of student need, effective interventions and staffing and develop a budget that would jump start innovation and lay the groundwork for continuing innovative practices once the SIG funding has been expended.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		The budget has been estimated, based on experiences of other intervention models/programs. Some adjustments may be made in years two and three once final academy designs have been selected. Such selections may impact content-based professional and curriculum development. Any adjustments must be approved by the Indiana Department of Education.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	X		All projected budget categories have been reviewed and carefully matched with federal and state allowable cost guidelines. Resources are focused primarily in the areas of professional development, external turnaround expertise, leadership development, supplemental supports for students and teachers, data collection and analysis, and incentives for teachers.
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		The annual budget for the Roosevelt proposal is approximately $1.9 million, resulting in a three-year total of some $5.8 million.

Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I and II schools that are indicated. *All models*		X	The district is requesting funds for a total of three schools: one Tier I and two Tier II schools. Without the SIG funds, the district does not have the resources necessary to implement an aggressive Turnaround process in these persistently low-performing schools.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement	X		Goals for this proposal are consistent with the intent of the Memorandum of Agreement between Gary Community Schools and the Indiana Department of Education, as well as the district's focus on career and college pathways. • Resources are distributed throughout the school. • Funding is aligned with Roosevelt's School Improvement Plan and is driven by research-based operational and instructional systems developed by national external partner, EdWorks. • Funding is directly tied to goals in the SIG application. • Funding of the external partner is designed to jumpstart improvement and then build capacity in the school to continue to improve student achievement.

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			The principal (hired in 2010) will collaborate with the Turnaround Officer to interview and hire staff for Roosevelt. Recruitment and hiring will take place as rapidly as possible. Based on Gary's human resources experiences over the past year, the full complement of the re-vamped staff may not be finalized until June 2012. Experienced transformation and turnaround partner, EdWorks, assist the district and school with all aspects of Roosevelt's new approaches to teaching, learning and organizational practices. See the overview of EdWorks experiences and successes below.

EdWorks Evidence of Impact.

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. EdWorks has a track record of increasing high school graduation rates, raising scores on standardized tests and decreasing the achievement gap between minority students and their classmates. **EdWorks brings field-tested experience from more than 30 districts, across seven states** to its work with high schools –more than 80% of whom are in highly-challenged urban areas.

EdWorks grew out of experiences of its parent company, KnowledgeWorks Foundation (KW). Beginning in 2002, KnowledgeWorks and its partners, including the Bill & Melinda Gates Foundation, invested more than $100 million in high school innovation in Ohio. Throughout that time period, the Foundation maintained a multifaceted approach to gathering and analyzing lessons learned about innovation at scale and then applying those lessons to work in the field. As the Foundation's national footprint expanded, so did the number of requests from outside of Ohio for information about innovative high school practices. In 2006, in order to answer calls for assistance from national counterparts and to launch high school innovation work beyond Ohio, the KnowledgeWorks Foundation Board of Directors authorized the creation of EdWorks.

EdWorks is focused on building the capacity within its partner sites to create and sustain high-performing high schools that dramatically improve students' ability to achieve success in a global economy. Secondarily, EdWorks seeks to build high-performing high schools supported by effective local and state systems. EdWorks has five fundamental beliefs:

1. **All students** are capable of achieving at high levels;
2. **Effective schools** are designed to deliver personalized educational experiences for all students;
3. **Teachers and their classrooms** are the focal points of school improvement;
4. **Systems** must be organized to support innovative, personalized instruction;
5. **Communities** must be fully integrated in the decision making and educational processes.

Three Innovative Approaches to High-Performing High Schools

EdWorks capitalized on its experience across more than 30 school districts in seven states to develop three innovative approaches to the design and delivery of high-performing high schools:

1. Six ground-breaking interest-based academy designs providing tightly-crafted four year learning systems that deliver seamless integration of knowledge and skills and effective, agile systems for operations and student support. Among the interest-based academies are three STEM designed (green technologies, allied health and digital citizenship) ; an arts-focused school organized around the tenets of improvisation; a leadership school that focuses on public policy and service, and a school that encourages innovation through design thinking.
2. Start-up STEM schools, which seed to expand the number of science-literate citizens by enabling students to work collaboratively and apply scientific inquiry and the principles of engineering to a wide range of interdisciplinary problems. Nestled in a technology-rich environment, each of these schools is a unique reflection of its local STEM community – whose members assist in the design and support of the curriculum and assessments.
3. Early College High Schools build deep partnerships with a local college and university partners to deliver engaging, relevant curricula to students who begin to earn college credits while pursuing the twin goals of college- and career-readiness. EdWorks' Early College High School students begin taking college course during their freshman and sophomore years, under a tightly-crafted four-year learning plan that provides a clear path for students to graduate high school in for years with an associate degree or 60 hours of college credit.

The Keys to Rapid High School Improvement

An analysis of EdWorks' experience across more than 30 districts in seven states demonstrates again and again that there is no magic bullet to rapid high school improvement. It requires hard work and determination

- These schools succeed because they realize failure is not an option.
- Working together, teachers, school administrators, community leaders, and parents must set high expectations with a common focus.
- Schools must provide time for staff to collaborate and offer performance-based instructional strategies.
- Leaders must invest in ongoing, job-embedded professional development while holding teachers and students accountable for success.

- Through shared responsibility, the learning community experiences shared successes.

Building the Capacity to Sustain Gains and Continue to Innovate
EdWorks believes in placing knowledge, skills and responsibility in the hands of *every* adult in a school, rather than vesting information in the hands of a few, as some models do. While some models train one or two teachers in a school or department, the EdWorks System provides ongoing institutes, workshops, modeling, mentoring and embedded professional development that impacts the practices of *every* educator in a school or small learning community.

EdWorks is passionate about the power of education to transform lives. That passion permeates the design of every EdWorks process, tool and approach. For that reason, school leaders and teachers implementing the EdWorks Approach for High School demonstrate, through every decision made and action taken:

- ✓ Equity and access for all
- ✓ A single-minded focus on rigorous, relevant teaching and learning
- ✓ Transparency and collaboration in decision making
- ✓ Adaptive problem-solving

Through full participation in the complete EdWorks five-year professional and leadership development process, sites build capacity within the school system's most valuable resource—its 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.*

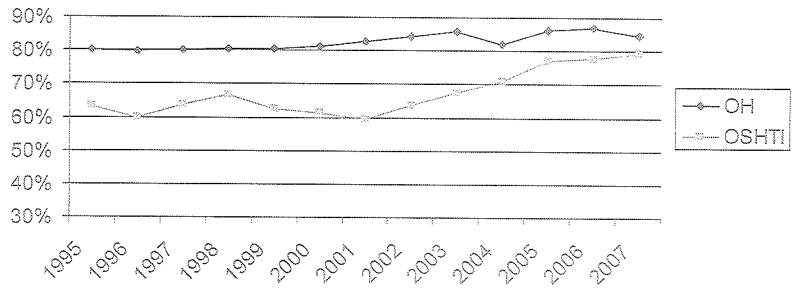
Evidence of Prior Positive Impact
Improved Graduation Rates. The research on EdWorks' high school reform approaches is well documented. EdWorks is a wholly-own subsidiary of KnowledgeWorks, and the team that designed and implemented the high school work in Ohio is the leadership team for EdWorks, LLC. Lessons learned and effective practices developed in Ohio are now being implemented nationally through EdWorks, LLC.

In a 2010 report (unpublished), Learning Point Associates studied the effect of the Ohio High School Transformation Initiative (OHSTI) on high school graduation rates[i]. The study employed an interrupted time series design with a non-equivalent comparison group, drawing on data from the seven years prior to the introduction of the initiative (the 1995-96 through the 2001-02 school years)[1] and

[1] KnowledgeWorks began significant 2002-03 school year.

five years of data from when the initiative was being implemented (2002-03 to 2007-08). Graduation rates for the state of Ohio over the same time period served as the nonequivalent comparison group. The study found that while graduation rates were substantially lower in OHSTI schools than in the state of Ohio prior to the introduction of the initiative, graduation rates in OHSTI schools increased at 3.6 times the growth rate of the state for that same period. The difference in growth between OHSTI schools and schools throughout Ohio during this time was statistically significant at the 0.01 level. These findings are illustrated in Figure I below.

Figure I. Graduation Rates in OHSTI and Ohio Schools, 1995-2007



The OHSTI initiative was evaluated using a well-designed quasi-experimental study. While the OHSTI schools are certainly not equivalent to other high schools in the state of Ohio, the inclusion in the study of seven pre-treatment measurements of the outcome in the interrupted time series analysis addresses many possible threats to internal validity, including history, regression to the mean, and maturation[ii]

Interrupted time series is one of the strongest quasi-experimental designs when a comparison or control series can be constructed[iii]. One possible threat to internal validity in time series study is history, the possibility that something else occurred at the same time as that the intervention was implemented and is actually responsible for the perceived effect. In the case of this program, a major federal education initiative was implemented at the same time as the OHSTI initiative, the No Child Left Behind Act. To guard against the possibility that improvement in graduation rates were simply the result of this new legislation, graduation rates for the whole state of Ohio were added to the model as a comparison.

Closing the Achievement Gap. A 2010 Cleveland State University analysis of student achievement data in OHSTI schools expands the evidence of OHSTI impact[iv]. To test the growth trends of OHSTI schools across time, Hierarchical Linear Models were utilized as a method to observe student achievement on individuals nested within schools. This allowed the researchers to control for different school effects, while investigating the linear growth trends over time. There are two points about this analysis that should be noted. First, this is a conservative estimate because the OHSTI schools are included in the population figures such that they contribute to

either upward or downward movement of the state and there was no way to eliminate OHSTI schools from the state average for the purpose of this analysis. Second, since state growth was controlled, the state trend is a flat line – meaning that any positive slope in the OHSTI trend is growth over and above the state average growth. Positive slopes are statistically significant at the $p<.001$.

OHSTI growth over time was calculated by taking the student scale score and subtracting the state average score then dividing by the state standard deviation (standardized scores). The standardized form was selected for this analysis to control for variability in test forms across time. One of the significant problems of examining low achieving groups is that of regression to the mean. The repeated measures design controls for this phenomena.
OHSTI schools were decidedly not equivalent to the state average for student achievement on the 10th grade graduation test (Ohio Graduation Test, OGT) at the initiation of the project. OHSTI schools were poorer, had higher minority enrollment and were lower achieving than the average for the state of Ohio. Further, OHSTI student achievement on the Ohio Graduation Test was almost two full standard deviations below the state average at the outset of the initiative, and the overall gap between the state and OHSTI schools was closed to slightly over 1 standard deviation in less than 5 years, the OHSTI's most dramatic impact occurred with African American male performance in reading (figure II) and mathematics (figure III).

Figure II. OHSTI African American Male Growth Compared to the State (Reading)

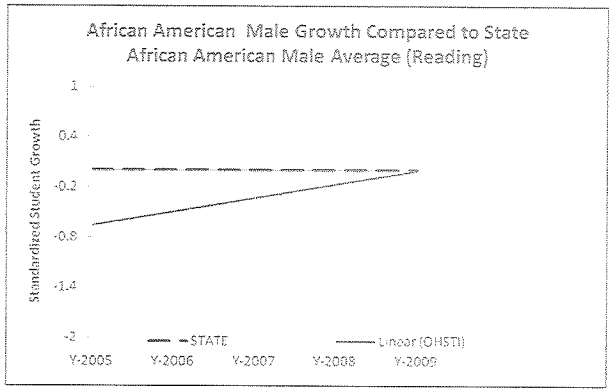
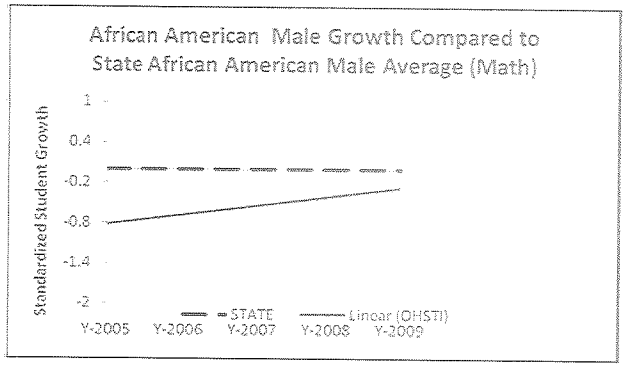


Figure III. OHSTI African American Male Growth compared to the State (Math)

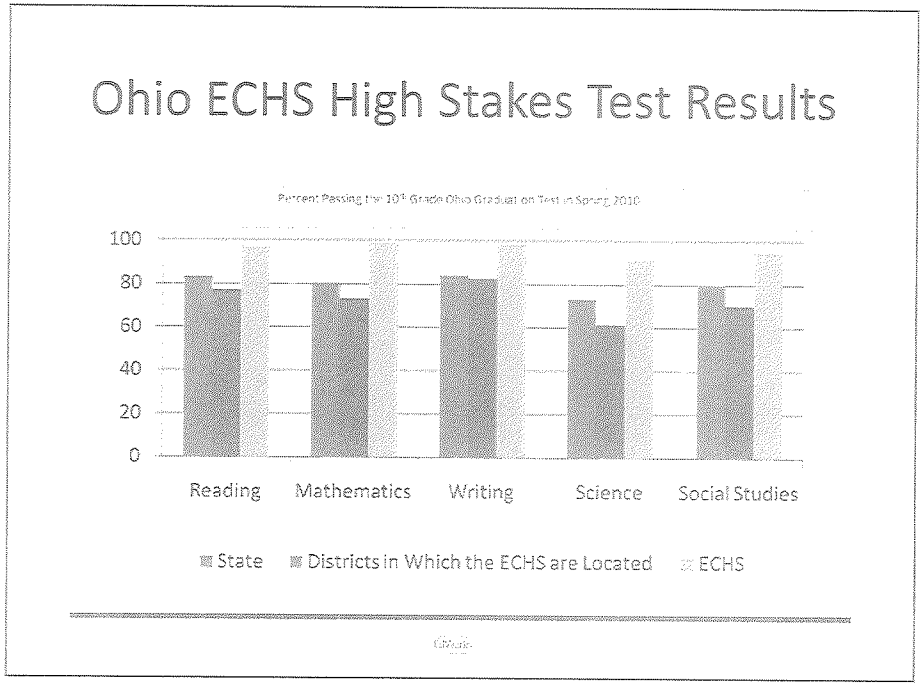


Results Across Multiple Studies. In addition to the interrupted time series described above, research was conducted by multiple external organizations regarding OHSTI and ECHS students and schools. Each study has repeatedly found program impacts on student achievement and on college enrollment and completion. Research conducted on the OHSTI model include studies by the American Institutes for Research[v] (AIR) and Mission Measurement[vi] (MM); ECHS studies were conducted by[vii]; Edvantia[viii], and Augenblick, Palaich and Associates, Inc.[ix] (APA). AIR conducted an interrupted time-series study of student achievement, graduation rates, and AYP status of OHSTI schools from one year before intervention through the first two years of implementation. MM conducted an analysis of student achievement (03-04 to 07-08), graduation rates (01-02 to 06-07), and AYP status (01-02 to 07-08) comparing OHSTI and ECHS schools to state averages. APA conducted a cost-benefit analysis of college completion work at ECHS sites that determined the extent to which ECHS sites help their students become more "college ready," as well as a cost to completion analysis, return on investment analysis, likelihood of ECHS students completing college degrees, and an estimate of the cost of expanding the program. Highlights from these studies are summarized below.

Improved Student Achievement. In an interrupted time-series study, AIR found that OHSTI schools demonstrated improved student achievement on both the mathematics and reading sections of the Ohio Graduation Test (OGT)[x]. Further, AIR reported that whereas no OHSTI schools met the Ohio state standard for proficiency in reading prior to the program, a large majority achieved the standard within the first two years of implementation. Mission Measurement compared OHSTI schools to state averages and showed that "OHSTI outpaced the state's total growth and annualized growth rate in OGT Pass Rates for Reading and OGT Pass Rates for Math."[xi] Student achievement at OHSTI schools improved in each year of implementation. Between 2003-04 and 2007-08, 89% of OHSTI campuses had improved both OGT Math and Reading Pass Rates.

Increased College Enrollment and Completion Rates. Internal and external research found that Ohio's Early College High Schools are proven performers that facilitate college enrollment and completion.[xii]

- 100% of sites achieved Adequate Yearly Progress
- 80% of the start-up ECHS and STEM/ECHS attained "Excellent" ratings in the state's accountability system
- An average of 92% graduate from high school in four years, compared to average graduation rates of less than 80% in the districts where the ECHS are located
- 97.2% pass the state's high stakes tests in reading, 98.7% pass mathematics, 98.4% pass writing, 95.2% pass social studies and 91.5% pass science on their first try—outperforming their state and district counterparts



- 79% earn at least one full year of college credit
- 30% earn two full years of college credit
- 40% earn more than one but less than two full years of college credit

- After graduation from the ECHS, 79% go on to four-year higher education institutions, 15% attend a two-year college and 1% go on to attend technical programs.

APA conducted a cost-benefit analysis of college completion work at the Early College High Schools and examined the extent to which these schools help their students become more "college ready."[xiii] APA reported that many students received an Associate Degree or completed a number of college credits by graduation. Greater %ages of students from Early College High School sites scored either "Accelerated" or "Advanced" on Ohio state achievement tests than students at comparable high schools, suggesting that they are more college ready. Finally, APA's evaluation found that the Early College High School is a good investment for the state and families. APA estimated that 15 years after graduation, each student may bring the state of Ohio $1.30 in additional tax revenue for every dollar invested, and nearly $2.50 per dollar invested 25 years after graduation.

These studies provide convincing evidence that the EdWorks approach to turnaround/transformation and innovation has a significant impact on students and schools. The EdWorks approach will not only improve graduation rates, but also student achievement, school performance, and college readiness and enrollment.

EdWorks -- Scalable Approach Built on Success. The OHSTI and Ohio ECHS initiatives served as the model for the EdWorks approach to high school design and innovation. The four fundamental components of the EdWorks Approach initiative were all included in the non-negotiable attributes of OHSTI and ECHS. In fact, the small differences between the EdWorks Approach and OHSTI/ECHS are driven by lessons learned over the course of implementing the OHSTI and ECHS initiatives that are intended to further strengthen these key program components. For example, in recognition of the central role of stakeholder commitment to the improvement process, EdWorks puts an even greater emphasis on this component by helping sites develop formal partnership agreements with local community and higher education partners. OHSTI and ECHS were originally supported informally by the community organizations. Likewise, during the OHSTI initiative, program staff found that some schools struggled to define a unique identity for their small schools. To aid in this process, EdWorks provides several prototypes to help schools draw on the experience of earlier sites.

The result is a approach that has been shown to produce results at scale across a wide range of conditions, communities and schools.

Capacity Task	Yes	No	District Evidence
8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		The district and the principal have surveyed staff, conducted informational meetings and secured the support from school staff to implement this school improvement model.
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	X		The district and the school have solicited input through surveys and meetings to fully implement this model. **Parent Surveys:** Roosevelt conducted "The Power of Partnerships Family Survey" with parents in 2010-11. The survey has 21 questions. A total of 197 parents/family members responded to the survey. 4 questions focused on "Welcoming All Families into the School Community." Responses were positive, with anywhere from 56% to 64% of parents/families agreeing or strongly agreeing that the school is welcoming to students and families. 6 questions focused on "Communicating Effectively." Four of six questions receives positive responses, with anywhere from 52% to 62% of parents/families agreeing or strongly agreeing that the school keeps families informed and makes it easy for parents/families to communicate with the school. Only 45% of respondents agreed or strongly agreed that they could speak with the principal, when needed. Only 29% responded that teachers communicated with them on a regular basis.

			4 questions explored, "Supporting Student Success." All four questions received positive responses, with 58% to 77% of parents/families agreeing or strongly agreeing that they are informed about student performance, that they understand expectations for students, and that students are challenged to do their best. 4 questions explored elements of, "Speaking Up for Every Child." Questions in this area received the most positive responses, with anywhere from 61% to 82% agreeing or strongly agreeing that if the school can't help them, they will find someone who can, that they understand rules and requirements for dress and behavior, and that they feel empowered to advocate for their child. 2 questions explored elements of, "Sharing Power," While 55% of respondents agreed or strongly agreed that the school involves them in decision making, this area also had the highest percentage of "neutral" and "disagree/strongly disagree" responses. 1 question addressed "Collaborating with Community." 67% of respondents agreed or strongly agreed that Roosevelt connects its students with the community.

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added*	X		School Board Meeting minutes summarized the discussion by board members that resulted in their support for fully committing to the turnaround model for Roosevelt Career and Technical Academy.

within a district) with an appointed turnaround leader having significant and successful experience in changing schools			

Capacity Task	Yes	No	District Evidence
11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			The Central office has named a Turnaround Officer and charged him with providing guidance, consultation, and feedback to any district school awarded a position's posting. The Officer will regularly visit the Turnaround schools in the district, providing coaching support to the principal, primarily in the area of instructional leadership. To improve accountability by eliminating additional layers of bureaucracy, this position will report directly to the Superintendent and will be in regular consultation with the instructional and special programs leadership at the district level. The Officer will be familiar with the Corporation's operations, and will have demonstrated the ability to improve a school. This Officer will have the authority to provide feedback to the site administrator and to coach the principal in the implementation of instructional leadership best practice. The Officer will act as a conduit between the External Partner and the school principal, to ensure that the assessment process, interventions, and resources and activities required of the Turnaround model are implemented with fidelity. The Board has approved the use of the Turnaround model at Roosevelt and the appointment of the Turnaround Officer.
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models*	X		The Memorandum of Understanding between the Gary Community School Corporation and the AFT-GTU, Local #4 was signed on April 15, 2011. It allows for the implementation of the Turnaround Model for schools in the fifth year of school improvement and in need of restructuring based on its failure to meet state standards. During the 2010-2011 school year, the district made initial revisions to the teacher evaluation tool. Those revisions were based on the best professional

Teacher Union Assurance • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			practice embedded in both the Charlotte Danielson *Framework for Teaching* and the IDOE's *Teacher Effectiveness Rubric.* All teachers at Roosevelt Career and Technical Academy were evaluated using this transitional tool during the 2010-2011 school year. Presently, the district and the teachers' union collaborate regularly to revise and adopt a permanent tool to address both formative and summative evaluation. It is projected to be ready for implementation during the 2011-2012 school year. The Roosevelt team worked late into the evening of June 14 finalizing the proposal. A letter from the AFT-GTU has provided a letter confirming that they are reviewing this proposal and final budget documents. (See Attached Letter)

Capacity Task	**Yes**	**No**	**District Evidence**
13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	X		The district recruited a new principal for Roosevelt in summer 2010 and a Director for the New Tech Academy during the 2010-11 school year. Lessons learned during those recruitment processes will jumpstart recruitment for the Academy Directors, teachers and support staff for the Turnaround campus. The district regularly advertises throughout the state and in Education Week. The district regularly networks with former employees who have national networks and connections. Moving forward, the district will also look to external partner, EdWorks', contacts with organizations such as New Leaders for New Schools, the Turnaround Leaders Program, and other districts with successful turnaround programs.
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer*	X		The district implemented a search process for a principal in summer 2010. A new principal was hired in August 2010. The principal has deep, high quality experience in turnaround settings. Additional retention and recruitment language will be developed in collaboration with all district stakeholders (i.e., teachers, parents, business, etc.)

policies/procedures • *principal and staff recruitment, placement and retention procedures*			

Capacity Task	Yes	No	District Evidence
15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*	X		See the timeline below. Adjustments will be made to the timeline and activities in response to regular data analysis.

Activities and Timeline

THREE-YEAR OUTCOMES (improvement over the baseline year, 2011-12):

- All students, grades 7-12, will be enrolled in a rigorous curriculum that will allow them to be prepared for college or career (i.e., complete the Core 40 by the time they graduate from high school)
- ISTEP passage rates will increase for 7th and 8th grade students; ECA passage rates will increase in all content areas
- Students will, at a minimum, demonstrate one year's growth for each school year on STAR Reading and STAR Math
- On-time grade-level progression will increase over the baseline year
- Increasing numbers of students will graduate without waivers
- Climate and culture will improve, as evidenced by a decrease in disciplinary incidents
- There will be evidence of increased student participation in and success in AP/Dual Enrollment options

YEAR ONE, 2011-12

DESCRIPTION OF YEAR ONE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Conduct Mini Teacher Institute focusing on: • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research • 8-Step Process • Charlotte Danielson's Framework for Teaching	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		A team of EdWorks coaches will provide the professional development. The district will provide teacher professional development time and facilities.
Weekly common planning time.	◆	◆	◆	◆	◆	◆	◆	◆	◆				The schedule will include time for content-specific and cross-curricular grade-level team common planning time. Common planning time will be conducted as PLCs, using a common set of agendas focused on data use and analysis, looking at student work,

DESCRIPTION OF YEAR ONE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
													tuning lessons, etc. The EdWorks coach works with staff to perfect PLC implementation.
Conduct an in-depth Safety Audit and implement recommended changes/enhancements		◆											The EdWorks coach will use EdWorks tools to conduct the Safety Audit in collaboration with a team from the school. The coach will collaborate with the school to determine members of the team.
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness.		◆	◆										A team of EdWorks coaches conducts the assessment and provides a report to the school and district. Results of the assessment are used to improve school operations, instructional delivery and student outcomes.
Conduct Triage process and accelerated interventions with existing 11th and 12th graders in each school		◆	◆	◆	◆	◆	◆						The EdWorks coach trains a team of school staff to conduct the Triage process and identify appropriate acceleration and intervention strategies. The coach provides continuous feedback and mentoring to staff as they complete the process and helps them use data gleaned through the Triage process to improve school support systems for students.
Follow-up walkthroughs to check for transfer of knowledge and skills from the high payoff instructional strategies workshops: one-on-one coaching and mentoring of teachers. Goal of visiting every classroom monthly, at a minimum.	◆	◆	◆	◆	◆	◆	◆	◆	◆				Each administrator in the building is assigned specific areas of responsibility for walkthroughs. The EdWorks coach follows up with coaching and mentoring for individual teachers, based on information gleaned from the walkthroughs.

DESCRIPTION OF YEAR ONE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Professional development with every adult in the local schools, central office staffs, and association representatives on the 2020 Forecast, local economic development plans and the research on effective teaching, learning and skills for the 21st century. Choose innovative school design from among prototypes.				◆	◆								The EdWorks coach provides the professional development, and trains members of the Core Team to help facilitate small groups of participants and gather and analyze products and feedback from the groups to arrive at a recommendation for specific themes prototypes to be implemented in the school.
Sites choose specific interest-based academy designs and contextualize the model to reflect local economic and community conditions				◆	◆								The EdWorks coach guides the school through the process of choosing and contextualizing the designs for the academies to be located in the school.
Content-specific professional development and coaching.	◆	◆	◆	◆	◆	◆	◆	◆					The EdWorks team of content coaches provides small group and one-on-one embedded learning experiences.
Implement an authentic community information and engagement plan focusing on the 2020 Forecast and innovative high school designs					◆	◆	◆	◆	◆				EdWorks assists the district in the identification of a community partner to assist with the development and implementation of a plan that engages the community in a series of small group, "kitchen table conversations" to gather input for the initial school designs and maintain a continuous information and feedback loop throughout the turnaround process.

DESCRIPTION OF YEAR ONE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Hold the initial leadership retreat: Getting the culture and Climate Right for Student Success, including: • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring • Authentic community engagement • Effective communication • Students and family • Personalized growth plans				◆									EdWorks coaches will provide the professional development workshops for the retreat. The district will provide an off-site facility, food and materials. EdWorks and the district/school will collaborate to contextualize the retreat design.
Identify specific local corporate, community and/or university partners; build work plans with each partner	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆			EdWorks will provide the district with an initial overview of how partnerships between corporations, community organizations and universities might operate to support the school turnaround process and help the district finalize specific partnership, as needed.
Develop new operational structures and policies to support the innovative schools							◆	◆					The EdWorks Coach facilitates teams of administrators, teacher leaders, teachers and central office personnel through a process to redesign school operational structures and policies that will ensure the success of the new academies.
Revise the School Improvement Plan, including the development of a detailed strategic plan and milestones, involving all site-based leaders and teachers in the process, along with community representatives							◆						EdWorks facilitates the process of developing the strategic plan and setting milestones. The strategic plan will align with and enhance the state-approved School Improvement plan.
Conduct study sessions that bring deeper understanding									◆				EdWorks coaches facilitate the

DESCRIPTION OF YEAR ONE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
of the research that forms the foundation of each of the chosen interest-based academies. These study sessions establish the foundation for the curriculum development process to take place in the Teacher Summer Institute.													sessions in small groups with all teachers in the targeted grade levels and representatives from corporate, university and community partners.
Administer student, teacher and leadership surveys								◆					The school will actually administer student, teacher and leadership surveys provided by EdWorks or its evaluation partner and forward the surveys to EdWorks or its designated partner for analysis. EdWorks will provide a report to the district and school to inform future planning efforts.
Form campus wide and academy leadership teams									◆				Roosevelt contextualizes the EdWorks design for campus wide and academy leadership teams to reflect local conditions and launches the school-based leadership teams..
Hold the Second Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations										◆			EdWorks coaches will provide the professional development workshops for the retreat. The district will provide an off-site facility, food and materials. EdWorks and the district/school will collaborate to contextualize the retreat design.

DESCRIPTION OF YEAR ONE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Conduct Teacher Summer Institute with all teachers focusing on curriculum design for the new interest-based academies: • Implementing the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • "Quadrant D" Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth • Personalizing the teaching and learning process (advisories and personalized student growth plans)										◆		◆	EdWorks coaches will provide the professional development workshops for the Summer Institute. The district will provide facilities, food, materials and teacher stipends. EdWorks and the district/school will collaborate to contextualize the Institute design.
Conduct a final readiness check for opening the new academies											◆	◆	School and district leaders and the EdWorks coach use the EdWorks checklist to ensure everything is ready for the opening of the new academies in the coming school year.
Conduct the Student Summer Bridge												◆	EdWorks assists the school with the design and implementation of the Summer Bridge.

YEAR TWO, 2012-13

DESCRIPTION OF YEAR TWO WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Make a formal Progress report to the local community	◆												EdWorks will assist the district/school data and research analyst in gathering and evaluating a wide range of data to assist the district with the development of its annual report and a process to communicate progress.
Hold regular meetings of campus wide and academy leadership teams	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆	EdWorks assists the school with the development of leadership teams for each academy as well as processes and procedures for operation of the leadership teams.
Conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year and the summer institute. Professional development focuses in the following areas: **Implementing Personalization** ▪ Advisories ▪ Personalized Student Growth Plans	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆			The EdWorks coach will provide the professional development through a combination of workshops and facilitated discussions through professional learning communities supported through common planning time. The district will collaborate with EdWorks to ensure time is available to successfully complete the professional development. EdWorks will train Teacher leaders to assist with embedded support for the strategies.

DESCRIPTION OF YEAR TWO WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Leadership and teacher professional development continued: **Formative Assessments** ▪ Exploring Diagnostic and formative assessment system ▪ Formative assessments as Instructional Resources **Classroom Practice/Learning Conditions** ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance **Accessing and Using an Online Learning Community**	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆			The EdWorks coach will provide the professional development through a combination of workshops and facilitated discussions through professional learning communities supported through common planning time. The district will collaborate with EdWorks to ensure time is available to successfully complete the professional development. EdWorks will train Teacher leaders to assist with embedded support for the strategies.
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆						EdWorks will assist school and district leadership with the review as any needed adjustments.
Content-specific professional development and coaching.	◆	◆	◆	◆	◆	◆	◆	◆	◆				The EdWorks team of content coaches provides small group and one-on-one embedded learning experiences.
Follow-up walkthroughs to check for transfer of knowledge and skills from the professional development; one-on-one coaching and mentoring of teachers. Goal of visiting every classroom monthly, at a minimum.	◆	◆	◆	◆	◆	◆	◆	◆	◆				Each administrator in the building is assigned specific areas of responsibility for walkthroughs. The EdWorks coach follows up with coaching and mentoring for individual teachers, based on information gleaned from the walkthroughs.

DESCRIPTION OF YEAR TWO WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Through advisories, conduct Triage process and accelerated interventions with 10th, 11th and 12th graders, at a minimum.			◆	◆	◆	◆	◆						The EdWorks coach guides the implementation of the advisories and assists, as needed, with conducting the Triage process and identifying appropriate acceleration and intervention strategies. The coach provides continuous feedback and mentoring to staff as they complete the process and helps them use data gleaned through the Triage process to improve school support systems for students.
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆				The EdWorks coach designs and monitors implementation of the process for revising strategic plans and milestones.
Continue the curriculum planning process with teachers and local community and business representatives							◆	◆	◆	◆			The EdWorks coach leads the process. The district/school provides teacher stipends, facilities and materials.
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			◆							◆			EdWorks will assist school and district leadership with the review as any needed adjustments.
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆				A team of EdWorks coaches conducts the assessment and provides a report to the school and district. Results of the assessment are used to improve school operations, instructional delivery and student outcomes.

DESCRIPTION OF YEAR TWO WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Conduct Leadership Retreat: Growing and Supporting Effective Teams, including: • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning										◆			EdWorks coaches will provide the professional development workshops for the retreat. The district will provide an off-site facility, food and materials. EdWorks and the district/school will collaborate to contextualize the retreat design.
Conduct Teacher Summer Institute: Instructional Design for Rigor and Relevance ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments ▪ Developing "Quadrant D" Units of Study ▪ Rubrics ▪ Differentiation										◆		◆	EdWorks coaches will provide the professional development workshops for the Summer Institute. The district will provide facilities, food, materials and teacher stipends. EdWorks and the district/school will collaborate to contextualize the Institute design. EdWorks will train Teacher Leaders to assist with professional development process.
Student Summer Bridge												◆	EdWorks assists the school with the design and implementation of the Summer Bridge.
Collect student, teacher, school data			◆				◆				◆		EdWorks will assist the district/school data and research analyst in gathering and evaluating a wide range of data to assist the district with the development of its annual report and a process to communicate progress.

YEAR THREE, 2013-14

DECSRIPTION OF YEAR THREE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Hold egular meetings of campus wide and academy leadership teams													EdWorks assists the school with the development of leadership teams for each academy as well as processes and procedures for operation of the leadership teams.
Make progress report to the local communities													EdWorks will assist the district/school data and research analyst in gathering and evaluating a wide range of data to assist the district with the development of its annual report and a process to communicate progress.
Conduct teacher professional development reinforcing and building on knowledge and skills learned in the previous year and summer institute: ▪ Student Work ▪ Unit Design and Delivery ▪ Differentiation ▪ Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Rubrics ▪ Alignment with State and 21st Century Standards **Using an Online Learning Community**													The EdWorks coach will provide the professional development through a combination of workshops and facilitated discussions through professional learning communities supported through common planning time. The district will collaborate with EdWorks to ensure time is available to successfully complete the professional development. EdWorks will train Teacher leaders to assist with embedded support for the strategies.
Content-specific professional development and coaching.													The EdWorks team of content coaches provides small group and one-on-one embedded learning experiences.

DECSRIPTION OF YEAR THREE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Follow-up walkthroughs to check for transfer of knowledge and skills from the professional development; one-on-one coaching and mentoring of teachers. Goal of visiting every classroom monthly, at a minimum.													Each administrator in the building is assigned specific areas of responsibility for walkthroughs. The EdWorks coach follows up with coaching and mentoring for individual teachers, based on information gleaned from the walkthroughs.
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed													The District and Teachers Union will collaborate to make and necessary agreements to facilitate successful completion of the turnaround process as outlined in the proposal and to ensure changes and in place to sustain the progress after the end of the grant... EdWorks will provide input to the District and Union, as needed, based on MOUs developed in other districts for similar purposes.
Through the advisories, conduct Triage process and accelerated interventions with all grade levels													The EdWorks coach guides the team of school staff conducting the Triage process and identifies appropriate acceleration and intervention strategies. The coach provides continuous feedback and mentoring to staff as they complete the process and helps them use data gleaned through the Triage process to improve school support systems for students.
Revisit strategic plans and milestones, involving all site-based leaders and teachers in the process, along with community representatives													The EdWorks coach monitors and provides continuous feedback on the school leadership team's implementation of the process for revising strategic plans and milestones.

DECSRIPTION OF YEAR THREE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
Revisit progress and work plans with local community engagement and university partners; adjust, as needed													EdWorks will assist school and district leadership with the review as any needed adjustments.
Engage in the curriculum planning process with those who will teach 12th grade in fall 2013 and their business, university and community partners; revisit 9th, 10th and 11th grade curricula and adjust, as needed [grades 6 ,7, 8]													The EdWorks coach leads the process, with the assistance of the Teacher Leaders. The district/school provides teacher stipends, facilities and materials.
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys													A team of EdWorks coaches conducts the assessment and provides a report to the school and district. Results of the assessment are used to improve school operations, instructional delivery and student outcomes.
Conduct Leadership Retreat: Leading a High-Performance Organization: • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling													EdWorks coaches will provide the professional development workshops for the retreat. The district will provide an off-site facility, food and materials. EdWorks and the district/school will collaborate to contextualize the retreat design.
Conduct Teacher Summer Institute : Beyond Rigor and Relevance • Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards • Grades 9-13 [6-9]Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with University Partners													EdWorks coaches will provide the professional development workshops for the Summer Institute. The district will provide facilities, food, materials and teacher stipends. EdWorks and the district/school will collaborate to contextualize the Institute design. EdWorks will train Teacher Leaders to assist with professional development

DECSRIPTION OF YEAR THREE WORK	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	HOW THE WORK IS ACCOMPLISHED
• Integration of early college experiences in Core and Elective Courses													process.
Collect student, teacher, school data													EdWorks will assist the district/school data and research analyst in gathering and evaluating a wide range of data to assist the district with the development of its annual report and a process to communicate progress.
Conduct Student Summer Bridge													EdWorks assists the school with the design and implementation of the Summer Bridge.

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	X		The district curriculum staff has expertise in core content areas and works with small groups in their respective content areas on a weekly basis during common planning time. The district curriculum staff, under the direction of the four administrators named below coordinates its work with the EdWorks coaches to provide seamless supports for Roosevelt teachers and leaders. • **Dr. Juanita Lyons, Director of Research and Evaluation** • **George Comer, Assistant Superintendent of Curriculum and Instruction** • **Dr, Edwyna Hord, Director of Elementary and Secondary Education** • **Ed Fraire, Special Education**

Capacity Task	Yes	No	District Evidence
17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	X		**The Roosevelt SIG plan developed for this proposal is an outgrowth of lessons learned and information gathered through meetings and engagement over the past year.** • Public Forum on Education with IN State Legislators, October 8, 2010 • Curriculum, Instruction, & Technology GCSC Committee Meeting (Status of Roosevelt), November 4, 2010 • Meeting with the Ministers, November 22, 2010 • Parental Involvement Workshop, December 17, 2011 • Parental Involvement Decision Making Workshop, January 31, 2011 • Public Forum on Education with IN State Legislators, February 18, 2011 • 2nd Annual Parent Mini-Conference, May 18, 2011 • School Improvement Meeting Dates: (9/15. 10/13, 11/17/, 12/7/, 2/16, 3/16, 4/20, and 5/18 • Planning sessions with community partners: (June 11, 2011, June 27, 2011) **Roosevelt Career and Technical Academy School Improvement Team**

Team Members	*A**	*GT**	*ST**	*S**	*P**	*B/CL**
Phylis Hammond	X					
Faye Barnes	X					
Marcus Upshaw	X					
Kendra Johnson					X	
Saundra Starling		X				
Tennille Foster					X	
Sandra Dillon		X				

Shirley Laird-Johnson			X			
Stanley Guydon				X		
Robert Downy				X		
Diane Gordon			X			
Melvina Smith			X			
David Mucci				X		
Evelyn Price			X			
Rita Willis			X			
John Williamson	X					
Carol Smith			X			
Cheryl Ramsey			X			
Barbara Guilbeaux			X			
Desire'e Simpson			X			
Alphonso Wright				X		
Debra Thomas			X			
David King					X	

Legend: A* Administrator, S*Student, GT*Teacher appointed/conferred by Gary Teachers Union P* Parent ST* Staff , B/CL Business/Community Leader

Final recommendations for this proposal were made in a meeting on July 1, 2011. Participants included:

- Phylis Hammond, Roosevelt Principal

			• Patricia Jackson, Roosevelt Assistant Principal • Deborah Holley, Teacher • Saundra Starling, Teacher • Nancy Johnson, English Coordinator • Kendra S. Johnson, Parent • Geraldine Champion, Supervisor of Professional Development • Leslie Greene, Professional Development • Olivia Willis, Counselor • M. Evelyn Price, Special Education Teacher • Terri Ransom, High Ability/AP Coordinator • Belinda Scott, Science and Mathematics Coordinator • Tennille Foster, Parent

Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	X		Roosevelt and the district have coordinated funding sources to provide a wide range of supports to Roosevelt. SEA programs and Federal programs that are consolidated in the Schoolwide plan are: Federal Programs (While these federal funds were available in 2010-11, it does not appear funds will be available for 2011-12): **-Title 1** – ARRA Stimulus Fund **-Title 2** - Professional Development Services, Stipends for Teachers, Class size reduction, attract, recruit and retention of teachers, School Improvement and Drug Education. **Title IV** is our drug education grant which is used to assist with providing prevention and intervention services in the areas of substance abuse, behavior modification and attendance. **General Fund** The General Fund is used to provide support for all student programs and services. It is our largest fund. **ARRA – Title I Stimulus** ARRA are used to supplement our General Fund programs. Funds are targeted for those students with the greatest need. Students are selected based upon an

			assessment process that is outlined in the Title I regulations. The services of a math coach, a literacy coach, a transition coach (to assist those students most likely to drop out) are provided through the use of these funds. **Preventive Remediation** Preventive Remediation funds are used to provide tutoring and other related services for students. **Cadre I Grant** Cadre I funds were used to purchase computer and calculator type equipment for Algebra I teachers. **Cadre III Grant** Cadre III funds are used to provide professional development activities with the purpose of integrating technology into the curriculum using project-based learning as the methodology. Extend the services of the math coach, literacy coach and two transition coaches to help address the deficits of our students in meeting state requirements. Maintain ECA camp to address testing skills and assessment criteria. Address attendance issues through supporting RtI. Address discipline issues through supporting RtI. **State programs**: -Apangea Math -Learning Connection Data Warehouse - Standardized State Assessment and Benchmark Assessments/Acuity for grades 7 & 8 -Prevention remediation Fund -Graduation Qualifying Fund **In-Kind** In-Kind Services -One Church One School -DADS -Specific Groups (i.e.Alumni) -Edgewater Systems (i.e. speakers, counseling) Texas Instruments provides professional development on integrating technology into the classrooms (no cost).

Capacity Task	Yes	No	District Evidence

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
  ○ *School vacation weeks*
• *Compensation for extended day is identified by the LEA*
	X		• During the 2011-2012 academic year, Roosevelt will extend the school day by 55 minutes. The schedule embeds intervention and acceleration in the schedule.
			• Roosevelt has adopted a RTI process that provides tiered supports for students. The schedule is designed so that one licensed teacher in each content area to provide intervention and acceleration for students within the school day.
			• Information gained through the Triage process, personalized student growth plans, diagnostic tests and DQAs will guide resources and content delivered in the acceleration and intervention periods.
			• Student Summer Bridge programs will offer enrichment, college exposure and remediation.

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

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12.*
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for	The District Turnaround Officer will lead the assessment process, ensuring interventions, resources and activities meet federal Turnaround requirements. The Turnaround Officer will work hand-in-hand with Principal, central office departments, the state and the external partner, EdWorks to complete this task. The needs assessment will be conducted using the EdWorks Organizational Effectiveness and Instructional rubrics. The rubrics use a 12-point scale to assess: **Organizational Effectiveness:** The Organizational Effectiveness Rubric is designed around four components from the EdWorks Model for High School Improvement—rigorous curriculum and instruction, supportive climate and culture, aligned assessments, and comprehensive student support. Each of the four foundational components includes elements that describe the initiatives or strategies that support the component. The design of the rubric allows leaders to select the components or elements that they wish to review. The four foundational components revolve around 36 research-based elements: **Rigorous Curriculum and Instruction** 1. Rigorous, college-ready curriculum for every student, every day 2. Clear learning objectives 3. Differentiated instruction

supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	4. High levels of student engagement 5. Higher order thinking skills 6. High payoff, short-term instructional strategies across the content areas 7. Broad, school-wide early college experience 8. 21st century literacy across the curriculum 9. Results-driven, flexible scheduling 10. On-site and online professional learning communities 11. Intensive summer institutes for teachers and curriculum staff **Comprehensive Student Support** 12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies 13. Semi-annual student led progress review 14. Accessible, detailed, easy-to-understand student progress data and portfolio 15. Student Advisory System 16. Accelerated Academies 17. Summer Bridge Program 18. Higher education partnerships 19. Internships and community service **Aligned Assessments** 20. Baseline diagnostic data 21. Short Cycle Assessment 22. Classroom assessment 23. State-mandated graduation tests 24. College and Career Readiness tests 25. Performance-based alternative assessment 26. Teacher, school and district self-assessments 27. Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community) **Supportive Climate & Culture** 28. Safe, purposeful school environment 29. Community engagement for accountability

	30. Students and families as primary stakeholders 31. Distributed leadership from the student's desk to the superintendent's desk 32. School design for personalization 33. Coordination of campus-wide issues 34. Personalized student growth plans with quarterly outcomes 35. Results-driven goals 36. A culture of continuous learning for adults **Instructional Rubric** 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 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. **Data Forms** The district research and evaluation director will collaborate with the EdWorks research and evaluation consultant to gather and analyze data and complete the report forms for IDOE and/or USDOE.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*** (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are	The district conducted a national search for external provider, EdWorks. EdWorks was chosen specifically because of its demonstrated success with districts and persistently low-performing schools (see Evidence of Success, beginning on page 66). To ensure "fit" between EdWorks and Roosevelt, Gary Community Schools contracted with EdWorks for the 2010-11 school year to engage in a limited scope of work that included whole school assessment and targeted professional and leadership development. EdWorks' on-time delivery of resources and technical assistance, coupled with administrator and teacher feedback on the EdWorks approach caused the district to ask EdWorks to assist with the rapid Turnaround process. See page 53 for a more detailed description of the communication and reporting process with the district and the external provider. In general, the process will include: • Bi-weekly update meetings involving the Turnaround Officer, EdWorks primary coach and the State monitor • Quarterly meetings involving the Superintendent, involving the Turnaround Officer, EdWorks primary coach and the State monitor • End-of-year meeting with the Superintendent, involving the Turnaround Officer, EdWorks primary coach and the State monitor • Annual written report developed by EdWorks for distribution and discussion with the Board and State.

taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. *Align other resources with the school improvement model.* (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making	See #18 above for a breakout of resources identified to assist in the Turnaround school improvement process and their alignment with federal, state and local in-kind funding.

adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:	The elements of the Turnaround model will be implemented for School Year 2011-12. The principal was hired in SY 2010-11 and will be in her second year of leadership during the 2011-2012 school year. Because the Turnaround Model will be implemented the principal will have greater flexibility in the hiring of staff. Students will participate in extended day opportunities where they utilize enrichment, tutorials and career readiness.
(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;	(a) Rigorous, regular monitoring of grant implementation is a challenge. The IDOE and the Gary Community School Corporation will commit to more rigorous monitoring, including twice-yearly site visits and twice-yearly virtual meetings for the purpose of monitoring grant implementation progress, and to allow interventions to be swiftly implemented, as needed. Three progress updates will be presented jointly to the Board of School Trustees and community partners throughout the school year. Community partners will be required to submit their collaboration efforts for review via an online portal.
(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and	(b) The Board of School Trustees will review its policy for the purpose of determining the need to assess, design, and implement a policy modification protocol.
(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:	(c) The policy review opportunity, identified in (b) above, will include a process for assessing areas to be considered for policy and process modification.
(i) school administrator and staff hiring practices;	
(ii) school administrator and staff transfer procedures;	
(iii) school administrator and staff dismissal procedures;	(i-vii) See (c) above.

(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	
The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:	
(a) Developing school improvement planning processes that support sustainability of education reform protocol;	a) The campus-wide operational design, the structure of the campus-wide and academy leadership teams and the leadership development system described in this proposal are all designed to build the capacity within Roosevelt of sustain the rapid reform process.
(b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;	b) See the leadership curriculum outlined in the timeline and the attached overview of the EdWorks five-year leadership development system. This leadership development is conducted in an embedded, learn-by-doing fashion through a combination of retreats and one-on-one coaching and mentoring.
(c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;	c) See b above.
(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;	d) #18 above for an example of how Roosevelt's principal is already using multiple sources of funds to weave together a tight-knit fabric of support for operations. In addition, the EdWorks approach to staffing and scheduling demonstrates how to reduce and focus curriculum and instruction to provide a rigorous curriculum in the most cost-effective way. Over the course of this grant, EdWorks coaching and mentoring will build the capacity in Roosevelt's leadership team to continue this planning process.
(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational	e) See b above.

improvement;	
(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;	f) See the description of professional development, walkthroughs, mentoring and coaching described earlier in this proposal.
(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;	g) See the mixed-method data and evaluation plan described earlier in this proposal.
(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;	h) See previous descriptions of scheduling and special staffing, such as the: --Coordinator of Extended Learning Opportunities --Secondary Transition Coordinator --Prevention and Intervention Specialist --Dean of Students
(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;	i) See the mixed-method data and evaluation plan described earlier in this proposal. j) See b and d above
(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;	k) See b and d above
(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of	

interventions and school improvement activities; (I) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	I) See the description of the reporting process in #2 above.

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

➢ *Instructions:*

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

Turnaround Model

(Guidance Document, Section B, pages 26-31)

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

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. *Replace the principal and grant principal operational flexibility.*	The principal has been recruited and hired in August 2010. The principal will have greater flexibility in the recruiting, hiring, and evaluation of staff. Additionally, the principal will be able to extend learning opportunities for students and to re-appropriate resources and personnel as needed to align with the Turnaround Model.	Superintendent Campbell	August 2010

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*	• Evaluation of current staff using best professional practice embedded in both the Charlotte Danielson *Framework for Teaching* and the IDOE's *Teacher Effectiveness Rubric.*	Principal Hammond	Complete in June 2011
	• Create screening and interview process for existing staff	Superintendent, HR department, Principal	July 2011
	• Interview current staff and invite no more than 50% of staff to return to the school for the 2011-12 school year.	Principal and interview team that includes teachers, school leaders and an EdWorks representative	August 2011
	• As the interest-based academies are selected, analyze Roosevelt staff for "fit" and expertise. Identify gaps in knowledge and skills and recruit new staff, if needed.	Principal and interview team that includes teachers, school leaders and an EdWorks representative	January – May 2012

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*	The district currently offers professional development stipends, and opportunities to move up on the pay scale via professional development. The district is exploring offering team bonuses for better scores, and increased teacher leadership opportunities. This proposal also anticipates providing access to iPads, netbooks, or comparable electronic devices for all teachers who are hired during the 2011-12 School Year. The district will recruit in cities known to have successful turnaround efforts, as well as calling upon the national contacts of EdWorks and its parent company, KnowledgeWorks. EdWorks and KnowledgeWorks are engaged with multiple national organizations all focused on the design and implementation of innovative school designs.	Principal, Superintendent, Union President	Recruitment begins in July 2011 and will extend into the 2011-12 school year until all positions are filled.
4. *Provide high quality, job-embedded professional development.*	See professional development included in the timeline above.	Principal, EdWorks Instructional Coach	Monthly workshops Weekly walkthroughs, mentoring and coaching Weekly professional learning communities in common planning time

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*	Complete. The district has named George Comer as the Turnaround Officer. Currently the Assistant Superintendent for Curriculum and Instruction, George Comer is known for his data-driven decision making and strong project management skills. Finalize selection of interest-based academies. Recruit directors for the two interest-based academies who have knowledge, skills and experience in each academy's area of focus. Recruit and hire: • A Dean of Students for each academy • A Transition Coach • Literacy Coaches • Math Coaches • Parent Laisons	Superintendent Board of Trustees Principal and interview team that includes teachers, school leaders and an EdWorks representative	July 2011 November 2011 August – December 2011
6. *Use data to implement an aligned instructional program.*	**Assessment System** The Roosevelt assessment system will operate under the belief that assessments help answer these primary questions: • Where are we today? (baseline data) • Where are we going? (goals/desired outcomes) • How far is it? (the gap between current performance and the desired outcome *plus* the length of time to achieve the goals) • How far have we come? (progress reports, periodic updates) • Are we there yet? (evidence that we've achieved our goals,	Teacher Leader in each Academy	STAR Reading and Math will be administered in the first three weeks of school 9th and 10th grade students take

	summative data) By understanding the various types of assessments and using them well, the adults and students in the Roosevelt school community can answer these questions with confidence and specificity. The assessment system is focused on ensuring a continuous flow of information to guide student learning and achievement. Drawing on the lessons of nationally-recognized researchers and practitioners like Charlotte Danielson, Pat Davenport, Richard DuFour, Rick Stiggins, Judy Wurtzel, Robert Marzano, and others, Roosevelt will implement a model that effectively guides schools through the process of balancing annual, interim and classroom assessments in a way that provides both assessment *of* learning and assessment *for* learning. The following tools form the backbone of the assessment system at Roosevelt: Formative – • District Quarterly Assessments • Rubric-based classroom assessments Diagnostic: • STAR Reading • STAR Math • Acuity Summative: • ISTEP • ECA College and Career Readiness • PSAT • SAT/ACT • ASVAB Specialized reports are available almost immediately after the		PSAT each fall Students will take the SAT/ACT in the fall of their junior and senior year All other assessments per the district and state testing schedules

	conclusion of a testing session at the student, classroom, course, teacher, and school building levels. These reports allow educators to design instructional planning in the following ways: • Group and re-group students • Personalize instruction • Link test results to skills and concepts aligned with Indiana and Common Core standards • Facilitate individual student learning plans		

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. *Promote the use of data to inform and differentiated instruction.*	See the professional development schedule in the timelines above. Use of data to drive instruction is integrated throughout. Data is discussed in Professional learning Communities and during common planning time. Data discussions include planning, demonstration and reflection on teaching/learning strategies proven effective in advancing the knowledge and skills of specific learners in a differentiated instructional setting.	EdWorks Instructional Coach and Teacher leaders in each Academy	See timeline. For distribution of 16 total days of PD each year.
8. *Provide increased learning time for students and staff.*	Students will begin increased learning time with the opening of the school year. All students will receive an additional 55 minutes of learning time daily. As described earlier in this proposal, professional learning time for staff includes 3 days each June; 3 days each Aug/ Sept; a minimum of 10 days throughout the school year in a combination of release time, staff meetings, common planning time, content-specific meetings, etc.	Principal	Daily, beginning with the opening of the 2011-12 school year
9. *Provide social-emotional and community-oriented services/supports.*	Roosevelt has two social workers who will work with the Deans of Students, counselors and staff to provide wrap around services for students. The community engagement	Principal	Contract with the community

	partner will also assist in the identification of local community supports.		engagement partner complete no later than November 2011 and reviewed on an annual basis.

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

The turnaround principal was recruited and hired in summer 2010. The district took multiple approaches to the recruitment of the turnaround principal. In consultation with a former Assistant Superintendents, a candidate recommendation emerged. This former administrator had collaborated professionally with the candidate and knew of her track record serving schools with similar urban demographics and performance issues. Those schools had made improvements. The Human Resources department posted the position internally and nationwide, including the school corporation website, the IDOE website, and *Education Week*. Other school corporations and school superintendents were contacted to solicit recommendations. Northwest Indiana Education Service Center staff was contacted as well to solicit their support in publicizing the recruitment efforts.

Pre-Implementation

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

Action: Recruitment of the Turnaround Officer
Timeline: July –August 2011

Action: Interview of staff
Timeline: July-August 2011
Budget: completed with existing staffing, no budget implications

Action: Development of the 2011-12 Phase 1 Turnaround schedule in collaboration with EdWorks and its scheduling specialist
Timeline: Last week of July and first week of August 2011

Action: Complete agreements with the collective bargaining unit for flexibility needed to implement the plan.
Timeline: July 2011

Check Your Work - *Additional Requirements for All Models*

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	X	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2011-2012 school year.	X	

Transformation Model

(Guidance Document, Section E, pages 36-41)

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*			
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*			
3. *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.*			

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*			
5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*			
6. *Provide increased learning time for students and staff.*			
7. *Use data to implement an aligned instructional program.*			

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*			
9. *Provide mechanisms for family and community engagement.*			
10. *Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).*			
11. *LEA and, SEA supports school with ongoing, intensive technical assistance and support.*			

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

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - ***Additional Requirements for All Models***

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

Restart Model (Guidance Document, Section C, pages 31-33)

☐ 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. *Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.*			
2. *Must enroll within the grades it serves, any former student who wishes to attend.*			

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - ***Additional Requirements for All Models***

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

School Closure

(Guidance Document, Section D, pages 34-35)

☐ We will implement this model. ☑ We will not implement this model – do not complete.

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

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

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - *Additional Requirements for All Models*

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

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

Instructions:

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

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

NOTE: GOALS FOR ELA, MATHEMATICS and GRADUATION ARE BASED ON GOALS IN THE MOA

SY 2010-11 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2011-2012	**SY 2012-2013**	**SY 2013-2014**
Example: 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
26% of students received a passing score on English 10 ECA.	31% of students receive a passing score on English 10 ECA, with similar increases (25%) in 7th and 8th grade ISTEP+ Language/Arts	41% of students receive a passing score on English 10 ECA, with similar increases (25%) in 7th and 8th grade ISTEP+ Language/Arts	51% of students receive a passing score on English 10 ECA, with similar increases (25%) in 7th and 8th grade ISTEP+ Language/Arts

SY 2010-11 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
13% of students received a passing score on Algebra I ECA	23% of students receive a passing score on Algebra I ECA, , with a minimum of 25% increase in 7th and 8th grade ISTEP+ Mathematics	33% of students receive a passing score on Algebra I ECA, , with a minimum of 25% increase in 7th and 8th grade ISTEP+ Mathematics	43% of students receive a passing score on Algebra I ECA, , with a minimum of 25% increase in 7th and 8th grade ISTEP+ Mathematics
Graduation (2009-10) 39.1% of student graduate without waivers	43% of students graduate without waivers	47% of students graduate without waivers	54% of students graduate without waivers

II: Budget

Instructions:

1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
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 D for suggestions)

Foundational operations of Roosevelt Career and Technical Academy are supported by the Gary School Corporation through the alignment of existing general fund tuition support, Title I funds, Title II professional development funding and Special Education Funding, among others sources. The funding provided through this SIG grant initiative is designed to accelerate the dramatic change process at the school. For instance, while a basic level of professional development is provided at the school through Title II, this grant will dramatically increase the amount of professional learning for ***every*** classroom teacher, instructional support and administrator in the building. Without the combination of existing and new funds, the district could not reach every teacher in every classroom in a serious, job-embedded fashion, or with enough support to secure rapid improvement. Further, the district will continue to look for ways to leverage other federal, state and local funding, to support Roosevelt. Just one example may be to look, for instance, at ways E-Rate may be a part of a solution to accelerate the use technology to engage students and teachers in the learning process.

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

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. *All models*			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*			
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*			

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*			
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			
13. The district has the ability to recruit new principals.			

Turnaround, Transformation Models • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)*			

• *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*			

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*			

○ *Saturday intervention* ○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
• *Full* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *All* of the required data sources have been provided • *All* of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is *specifically and conclusively* demonstrated as appropriate.	• *Some* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Some* of the required data sources have been provided • *Some* of the analysis (findings) from the data and the root cause analysis is accurate • A *general* alignment between the needs of the school and the model chosen is has been demonstrated	• *No* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Little to none* of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • *Little or no* use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is *lacking or minimal.*

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for recruiting, screening, and selecting an external provider. All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained. The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.	There is adequate evidence of a process for recruiting, screening, and selecting an external provider. Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained. Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.	There is inadequate evidence of a process for recruiting, screening, and selecting an external provider. Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.

(3) Align other resources with the interventions.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(5) Sustain the reforms after the funding period ends.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for sustaining reforms after the funding period ends. All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained. The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.	There is adequate evidence of a process for sustaining reforms after the funding period ends. Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained. Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.	There is inadequate evidence of a process for sustaining reforms after the funding period ends. Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.

Attachment C: Budget

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Gary Community School

Corp #: 4690

School Name: Roosevelt Career & Technical Academy | School #: 4033

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	343,050		96,697					20,000	416,778		$636,525.00
21000	Support Services-Student	264,128		138,959					24,000	13,400		$440,486.00
22100	Improvement of Instruction (Professional development)	243,200		90,984		175,080		39,000		55,500		$603,764.00
22900	Other Support Services: Admin for School-Level Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance								5,000			$5,000.00
27000	Transportation							1,500				$1,500.00
33000	Community Service Operations		20,880		1,848			2,500	10,000			$35,228.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$850,378	$20,880	$326,639	$1,848	$175,080	$0.00	$43,000	$59,000	$485,678	$0.00	
								TOTAL COST				$1,962,503.00

Current Indirect Cost
2.12

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 150,080

Total after deducting Property (710-748)	$1,326745
Total Available for Indirect Costs	$1,326,745
Amount of Indirect Cost to be used	28,127
Grand Total After Indirect Cost	**1,990,630**

ITEMIZE and EXPLAIN				
General Supplies	**Property: Equipment/Technology**	**Prof. Services**	**Other Purchase Services**	**Salary Personnel**
11000- Paper, manipulatives binders, jump drives, markers, dictionaries, notebooks, student planners and other general supplies 21000 – student backpacks, lanyards, and other general supplies 26000- maintenance fees 33000- Flyers, brochures, ink cartridges, paper and other general supplies	11000- laptops for students, computer secure carts 2100- Electronic attendance monitoring devices 22100 – Laptops for teacher instructional use	22100 – External partner- EdWorks	22100 –Travel reimbursements and workshop fees 27000 – student transportation for related to experiential learning opportunities 33000 – travel reimbursement, registration fees	11000 – Literacy/Data Coaches, Math/Data Coachers, teacher stipends, intervention specialists, accelerated academies 21000 – Deans of Students, transitional Coaches 22100 – Literacy Coach, teacher stipends, Math Coach 33000 – Parent Assistants

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

No funds are being requested for activities at the district level. All resources are being focused at the school level.

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Gary Community School Corporation Corp #: 4690

School Name: Roosevelt Career & Technical Academy School #: 4033

Account Number	Expenditure Account	110 Salary Cert	110 Salary Noncert	120 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	343,050		96,697					40,000	317,475		$797,222.00
21000	Support Services-Student	264,128		138,959					30,000			$433,087.00
22100	Improvement of Instruction (Professional development)	243,200		90,984		171,622			40,000			$545,806.00
22900	Other Support Services: Admin for School-Level Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance								20,000			$20,000.00
27000	Transportation							2,500				$2,500.00
33000	Community Service Operations		20,880		1,848			10,000	20,000			$52,728.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$850,378	$20,880	$326,640	$1,848	$171,622	$0.00	$12,500	$150,000	$317,475	$0.0	
								TOTAL COST				$1,851,343

Current Indirect Cost
2.12

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 146,622

Total after deducting Property (710-748)	$1,387,246
Total Available for Indirect Costs	$1,387,246
Amount of Indirect Cost to be used	29,409.00
Grand Total After Indirect Cost	**1,880,752**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
11000- Paper, manipulative binders, jump drives, markers, dictionaries, notebooks, student planners and other general supplies 21000 – student backpacks, lanyards, and other general supplies 26000- maintenance fees 33000- Flyers, brochures, ink cartridges, paper and other general supplies	11000- laptops for students, computer secure carts 2100- Electronic attendance monitoring devices 22100 – Laptops for teacher instructional use	22100 – External partner- EdWorks	22100 –Travel reimbursements and workshop fees 27000 – student transportation for related to experiential learning opportunities 33000 – travel reimbursement, registration fees	11000 – Literacy/Data Coaches, Math/Data Coachers, teacher stipends, intervention specialists, accelerated academies 21000 – Deans of Students, transitional Coaches 22100 – Literacy Coach, teacher stipends, Math Coach 33000 – Parent Assistants

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

No funds are being requested for activities at the district level. All resources are being focused at the school level.

§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Gary Community School

Corp #: 4690

School Name: Roosevelt Career & Technical Academy

School #: 4033

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	343,050		96,697					60,000	255,453		$755,200.00
21000	Support Services-Student	264,128		138,959					50,000			$453,087.00
22100	Improvement of Instruction (Professional development)	243,200		90,984		167,807		10,000	50,000			$561,991.00
22900	Other Support Services: Admin for School-Level Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance								20,000			$20,000.00
27000	Transportation							2,500				$2,500.00
33000	Community Service Operations		20,880		1,848			20,000	30,000			$72,728.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$850,378	$20,880	$326,640	$1,848	$167,807	$0.00	$32,500	$210,000	$255,453	$0.00	
								TOTAL COST				$$1,865,506

Current Indirect Cost
2.12

Subtract the amount above 25,000 (per individual contracted service) from your total budget: $142,807

Total after deducting Property (710-748)	$1,467,246
Total Available for Indirect Costs	$1,467,246
Amount of Indirect Cost to be used	$31,105.00
Grand Total After Indirect Cost	**$1,,896,611**

ITEMIZE and EXPLAIN				
General Supplies	**Property: Equipment/Technology**	**Prof. Services**	**Other Purchase Services**	**Salary Personnel**
11000- Paper, manipulative binders, jump drives, markers, dictionaries, notebooks, student planners and other general supplies 21000 – student backpacks, lanyards, and other general supplies 26000- maintenance fees 33000- Flyers, brochures, ink cartridges, paper and other general supplies	11000- laptops for students, computer secure carts 2100- Electronic attendance monitoring devices 22100 – Laptops for teacher instructional use	22100 – External partner-EdWorks	22100 –Travel reimbursements and workshop fees 27000 – student transportation for related to experiential learning opportunities 33000 – travel reimbursement, registration fees	11000 – Literacy/Data Coaches, Math/Data Coachers, teacher stipends, intervention specialists, accelerated academies 21000 – Deans of Students, transitional Coaches 22100 – Literacy Coach, teacher stipends, Math Coach

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

No funds are being requested for activities at the district level. All resources are being focused at the school level.

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

Element of the Intervention	Intervention	Resource
	Federal Resources	
Use of *research-based instructional practices* 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 *improvement plan* 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
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	**Title II, Part A**
Job-embedded *staff development* aligned to grant goals to assist *English language learners*	Turnaround Transformation Restart	**Title III, Part A - LEP**
	State Resources	
Focuses on early grade level intervention to improve the reading readiness and reading skills [illegible] who are at risk of not learning to	Turnaround Transformation Restart	Early Intervention Grant

Attachment E: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal and grant principal operational flexibility	o Principal is replaced with one that has evidence of a proven track record	o Principal is replaced with one without evidence of a proven track record	o Principal is replaced with one having an ineffective track record	
	o LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the principal	o LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the principal	o LEA *does not provide a document or plan that indicates* authority will be granted to the principal to make operational decisions; or the decisions allowed are *not of significance.*	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	o LEA calibrates and tracks the effectiveness of staff *using classroom observation records and at least two additional sources to determine effectiveness*	o LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	o LEA calibrates and tracks the effectiveness of staff using classroom observations *or* another single source to determine effectiveness	

	○ Screening of current staff *is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model*	○ Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model	○ Screening of current staff is conducted by the school or district; interview questions are of *insufficient nature* to determine *staff's willingness* to implement the model	
	○ *Less than 50 percent of the staff is rehired*	○ *50 percent of the staff is rehired*	○ *More than 50 percent of the staff is rehired*	
3. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	○ *Mentors and/or coaches are provided* for all staff	○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	○ *Mentors nor coaches are included*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	

	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	
	○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	○ Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction*	
5. Adopt a new governance structure	○ Creates a *new* turnaround office with an appointed turnaround leader who has *significant and successful experience in school turnaround*	○ Creates a *new* turnaround office and/or appoints a turnaround leader with *successful experience in school turnaround*	○ *Reshuffles or redesigns* its current structure rather than creating a turnaround office and appointing a turnaround leader	
	○ Turnaround leader and staff will spend *extensive time in the school* allowing for a highly visible, supportive, and transparent relationship with the school	○ Turnaround leader and staff will spend some *time in the school* allowing for a supportive relationship with the school	○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school	
6. Use data to implement an aligned instructional program	○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional program	○ LEA provides some *assess-ments and data* with minimal technology for the school to align its instructional program	○ LEA *provides minimal* assessments with no data; technology is not used	

	o LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	o LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	o *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
7. Promote the use of data to inform and differentiate instruction	o Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	o Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	o *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	o Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	o Provides *job-embedded professional development* to increase knowledge of differentiated instruction	o Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
8. Provide increased learning time for students and staff	o Provides increased, intentional learning time driven by student data indicated for *all* students and staff	o Provides increased learning time for *all* students and staff	o Does not provide increased learning time for all students and staff	
	o Time is of *extensive length (at least 300 hours)* to potentially increase learning	o Time is of *sufficient length (at least 180 hours)* to potentially increase learning	o Time is *not of sufficient length (90 hours or less)* to create change	
9. Provide social-emotional and community-oriented services/supports	o Collaborates with several *external organizations and community partners* to provide sustainable space and services for *student needs*, (e.g., dental, medical, behavioral, etc)	o Collaborates with minimal *external organizations or community partners* to provide space and services for *student needs*, (e.g., dental, medical, behavioral, etc) as needed	o Does not collaborate with external organizations; support to families is *limited*	

	○ Works with community to provide on-going and consistent *family and community engagement activities*	○ Works with community to provide limited *family and community engagement activities*	○ *No partnerships* in the community to provide *family and community engagement activities*	

Total Score_____/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	o Principal is replaced with one that has evidence of a proven track record	o Principal is replaced with one without evidence of a proven track record	o Principal is replaced with one having an ineffective track record	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	o Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth	o Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth	o Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth	
	o Evaluation systems are developed with teachers' *and* principal involvement	o Evaluation systems are developed with teachers' *or* principals involvement	o Evaluation system development does *not include involvement* of principal or teachers	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional	o Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	o Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	o Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	

development, have not.	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions	○ Awards *not described or do not correspond to effective practices* of retaining teachers and thus are unlikely motivators	
	○ Provides a comprehensive, *effective, and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release	○ Provides description of *effective and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates	○ Description for assisting teachers who are not improving student learning or graduation rates is *not given, not detailed, or not likely to change teachers' practices*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	
	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	
	○ Professional development includes vertical and	○ Professional development often includes vertical collaboration;	○ Focus of professional development is *not related to teacher collaboration,*	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	*coaching and mentoring, data analysis or curriculum and instruction*	
5. Implement strategies to recruit, place, and retain staff	o Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving working conditions, providing higher salaries, and offering job promotions	o Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working conditions, providing higher salaries, and/or offering job promotions	o Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	o *Mentors and/or coaches are provided* for all staff	o *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	o *Mentors nor coaches are included*	
6. Provide increased learning time for students and staff	o Provides increased, intentional learning time driven by student data indicated for *all* students and staff	o Provides increased learning time for *all* students and staff	o Does not provide increased learning time for all students and staff	
	o Time is of *extensive length (at least 300 hours)* to potentially increase learning	o Time is of *sufficient length (at least 180 hours)* to potentially increase learning	o Time is *not of sufficient length (90 hours or less)* to create change	
7. Use data to implement an aligned instructional program	o LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional	o LEA provides some *assess-ments and data* with minimal technology for the school to align its instructional program	o LEA *provides minimal* assessments with no data; technology is not used	

	program			
	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
8. Promote the use of data to inform and differentiate instruction	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient	○ LEA provides a	○ LEA provides a document or plan	○ LEA *does not provide a document or*	

operational flexibility	comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the school	that indicates areas that will grant *minor* operational decisions to the school	*plan that indicates* authority will be granted to the school to make operational decisions; or the decisions allowed are *not of significance.*	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	o *Multiple* supports detailed; occur *throughout the year*	o *Some* supports detailed; occur *throughout the year*	o *No* supports are described; support appears *sporadic*	
	o Multiple support for *both* teachers and principals are in place	o Some supports for *both* teachers and principals are in place	o Support *for both* teachers and principals are not in place or transparent	
	o Provided by external, *experienced leaders* in change and in the school model	o Provided by *external leaders* in change with knowledge of the identified school model	o Provided by district staff or others *without proven track records* in school change or the model	

Total Score_____/66

[i] Learning Point Associates. (2010). *The effect of the OHSTI initiative on high school graduation rates.* Unpublished manuscript.

[ii] Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference.* Boston: Houghton Mifflin.

[iii] Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin.

[iv] Brown, S. (2101). *Analysis of student achievement data in the Ohio High School Transformation Initiative, 2005 – 2009*. Unpublished manuscript.

[v] Cai, C., Coleman, S., Hargrave, M., Jones, S. E., Kline, C., Lipson, S. J., et al. (2007). *OHSTI year 3 synthesis report: Final report.* Washington, DC: American Institutes for Research.

[vi] Mission Measurement. (2008). *Data analysis: Ohio High School Transformation Initiative.* Chicago: Author.

[vii] Mission Measurement. (2008). *Data analysis: Ohio Early College High School Network.* Chicago: Author.

[viii] O'Connor, C., Samanta, D., Jones, A., Voelkel, S. Hunter, A., D'Brot, J., Hughes, Webb, G., Chadwick, K. (2009). The Early College High School Initiative in Ohio: 2008-09 Evaluation. Nashville, TN: Edvantia.

[ix] Palaich, R., Brodsky, A. Brown, A., & Kramer-Wine, J. (2008). *A cost/benefit analysis of early college high schools in Ohio.* Denver, CO: Augenblick, Palaich, and Associates.

[x] Cai, C., Coleman, S., Hargrave, M., Jones, S. E., Kline, C., Lipson, S. J., et al. (2007). *OHSTI year 3 synthesis report: Final report.* Washington, DC: American Institutes for Research.
[xi] Mission Measurement. (2008). *Data analysis: Ohio High School Transformation Initiative.* Chicago: Author.

[xii] Mission Measurement. (2008). *Data analysis: Ohio Early College High School Network.* Chicago: Author. KnowledgeWorks. (2008). *Interviews with Ohio Early College High School Principals.* Columbus, OH: Author.; Jobs for the Future, (2010), Survey of Early College High School Sites.

[xiii] Palaich, R., Brodsky, A. Brown, A., & Kramer-Wine, J. (2008). *A cost/benefit analysis of early college high schools in Ohio.* Denver, CO: Augenblick, Palaich, and Associates.

Memorandum of Understanding
RE: Restructuring of Schools

During the life of the Agreement from January1, 2011, through December 31, 2014, when the State notifies the School Corporation that a school is in need of restructuring based on its failure to meet state standards:

- The School Board shall instruct staff to adopt an appropriate "restructuring" model to address issues identified by the State Department of Education.
- A School Board member shall chair a collaborative committee comprised of administration, Union, local universities, and parent representatives.
- A CPM schedule (including benchmarks) will be developed by the parties and submitted to the Board of Trustees for approval.
- Restructuring models should incorporate those adopted by the state.
- The Gary Community School Corporation and the Gary Teachers Union shall immediately work on a school remediation (turnaround) model for schools in their 5th year of school improvement.
- The work on the development of these models would be conducted by a collaborative committee (administration, school board, Union, local universities and parents).
- Modifications of the collective bargaining agreement shall be made in accordance with Article 38, Section D

The Memorandum of Understanding shall not be subject to the grievance procedure. Approval of school remediation models shall be the exclusive prerogative of the Board, and any provision of this Memorandum of Understanding that conflicts with the restructuring options available to the Board of School Trustees of the Gary Community School Corporation under federal or state statutes, regulations, or rules because of a failure of the School Corporation or school to meet federal or state accountability standards shall be null and void insofar as it restricts the restructuring options available to the Board of School Trustees.

Board of School Trustees
Gary Community School Corp. By:

Kenneth A. Stalling, President

Barbara D. Leek, Secretary

Gary Teachers Union, Local #4, AFT,
AFL-CIO By:

Carlos Tolliver, President

GlenEva Dunham, Secretary

April 15, 2011

MINUTES OF THE REGULAR MEETING OF THE BOARD OF SCHOOL TRUSTEES

TUESDAY, JULY 12, 2011

CONSENT AGENDA **Dr. Myrtle Campbell**

Dr. Campbell: The Superintendent recommends approval of the Consent Agenda for July 12, 2011 as follows:

CURRICULUM, INSTRUCTION AND TECHNOLOGY

1. 1003g School Improvement Grant

Dr. Campbell: The Superintendent recommends approval of the intent to apply for the 1003g School Improvement Grant and the adoption of the Turnaround Model for School Intervention for Roosevelt Career and Technical Academy, Lew Wallace STEM Academy and Bailly Preparatory Academy.

Mr. D. Washington: You have heard the recommendation from the Superintendent. What is the pleasure of the Board?

Ms. Moore moved approval of the recommendation. Mrs. King-Smith seconded the motion.

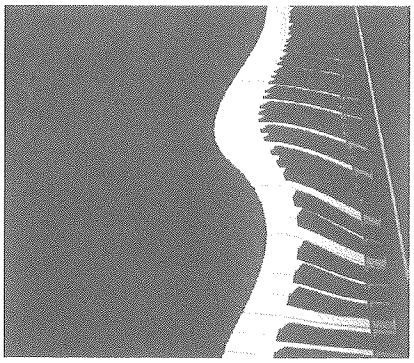
Mr. D. Washington: It has been moved and seconded that we approve the recommendation as presented by the Superintendent. Are there any questions or comments from Board Members? Hearing none, we would like a roll call.

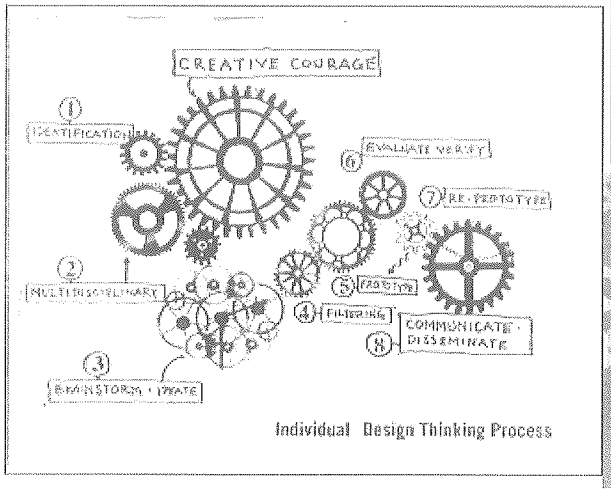
Roll Call
Vote: Approval of the Consent Agenda including the 1003g School Improvement Grant
Ayes: D. Washington, Williams, Leek, Moore, King-Smith, Stalling, R. Washington
Nays: None
President D. Washington declared the motion carried.

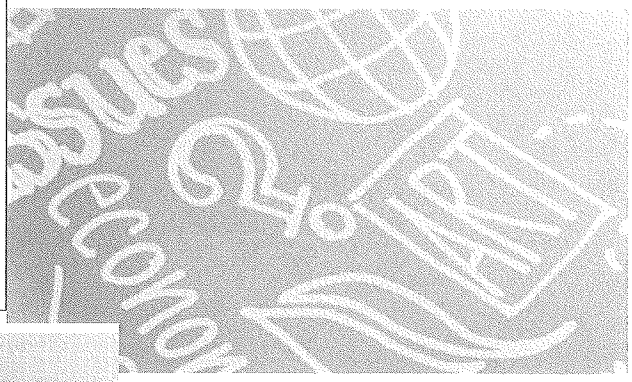
EdWorks School Designs Accelerate Innovation

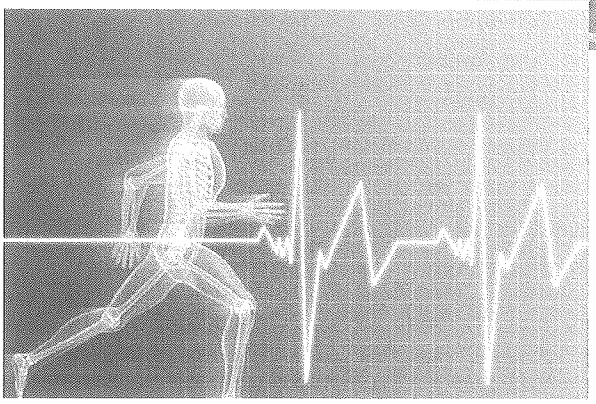
EdWorks.

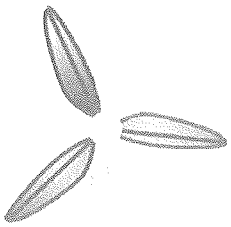
A subsidiary of KnowledgeWorks











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EdWorks' Innovative Interest-Based Academies

The Academy for Global Leadership and Public Service
Designed in partnership with Riley Institute Center for Education Policy and Leadership at Furman University

The Academy for Innovation
Designed in partnership with the Granville Studio for the Visual Arts

Improv Academy for the Arts
Designed in partnership with Open Sky Jazz

STEM Designs
1. Health Sciences Academy
2. Green Technologies Academy
3. Digital Citizenship Academy

All three STEM academies are designed in partnership with BSCS (Biological Sciences Curriculum Study)

Six Innovative Interest-Based Academy Designs

EdWorks is a not-for-profit organization focused on initiating and sustaining innovative schools. During the past decade, the EdWorks team has worked in 30 districts across seven states to re-design existing high schools or launch innovative new schools. In each state, district and school, teachers and leaders struggle to envision truly innovative organizations revolving around innovative, 21st century teaching and learning experiences.

To answer its clients' calls for innovative examples, EdWorks teamed up with four national content experts to create six highly engaging school designs:

The foundation for the four-year learning plan in each interest-based school

All six school designs provide a rigorous, college preparatory curriculum with a minimum of:

- English 9-12, with a heavy emphasis on writing
- Algebra 1, Geometry, Algebra 2 (minimum for all students); Recommend the addition of Calculus or Trigonometry
- Biology, Chemistry, Physics (minimum for all students); recommend Chemistry II or additional life science
- A minimum of 3 years of Social Sciences
- A minimum of 2 years of foreign language, with 3 years recommended
- A minimum of one credit of fine or performing arts required for all students. Some designs support additional courses in the arts.
- Dual enrollment and other innovative partnerships expand course offerings for students.
- At least one credit of health and physical education, with the majority of designs incorporating additional units of physical education.

All courses will be aligned with national standards, including the new "Common Core." These rigorous courses will be taught in a very integrated way, organized around annual "big ideas" or "themes." All schools are designed to be implemented in technology-rich environments. The national design partners will help with teacher professional development and other supports.

Common features of the EdWorks interest-based school designs

- Four-year cross-curricular learning plan revolving around **big ideas and essential questions**
- Highly-developed systems of student support, personalized learning plans, and an **advisory curriculum integrated with a signature course for each academy**
- Real-time, performance-based assessments
- Community service and service learning
- Senior experience characterized by internships portfolio development and senior projects
- Targeted enrollments of 400 - 500 students each

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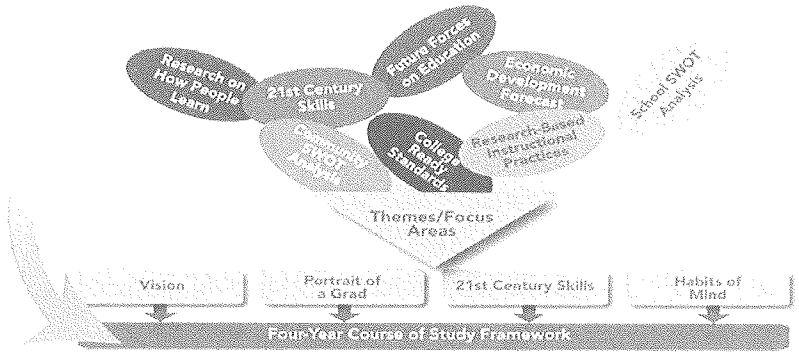
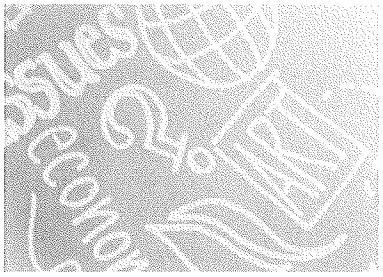


Creating the Innovative School Designs

Design teams, consisting of representatives from each of the national partners and EdWorks technical assistance coaches, added shape and definition to each academy design by developing the foundational elements of the four-year learning plan—known, collectively, as the guiding vision for the school. The vision for each school design includes these key elements:

- ☑ Portrait of a Graduate
- ☑ 21st Century Skills
- ☑ Habits of Mind
- ☑ Approaches to Teaching and Learning
- ☑ Central Message

The vision became the guiding force for development of a four-year learning plan and course of study designed to provide a rigorous, relevant experience for all students. The learning plan for each design is driven by overarching big ideas or themes, enduring understandings and essential questions related specifically to the interest base or theme of the academy. The overarching big ideas/focus areas, enduring understandings and essential questions that will guide each year of teaching and learning in the school emerge from a cross-curricular analysis of the standards in the driving content area(s) for the school (e.g., science or social studies).



Each Innovative School Design includes the following "starter kit" elements that will be contextualized to reflect the unique character of each community:

School Design Documents

- ☑ Executive Summary
- ☑ Four-Year Program of Study
- ☑ At-A-Glance Courses
- ☑ Overview of the Ninth and Tenth Grade Core Curricula
- ☑ Sample Schedule
- ☑ Signature Course
- ☑ Sample Course Descriptions
- ☑ Sample Marketing Flyer

Campus-Wide Elements

- ☑ Sample Year One Timeline
- ☑ Sample Year Two Timeline
- ☑ Campus-Wide Operations Plan
- ☑ Facilities Plan
- ☑ Sample Choice/Recruitment Process
- ☑ Sample Student Course Selection Sheet
- ☑ Sample Teacher Choice/Recruitment Process
- ☑ Sample Budget Template

The Academy of Global Leadership and Public Service

Designed in partnership with:

Riley Institute Center for Education Policy and Leadership at Furman University

Driving Content Area:
Social Studies

Key Instructional Strategy:
Socratic Seminar

Students at the Academy for Global Leadership and Public Service will participate in a unique four-year experience that stands to forever change their lives and the lives of their communities. While undertaking a rigorous, standards-based curriculum, students will engage in their communities in ways that build a strong sense of self and of the needs and values of others. A rich service learning component that builds throughout the four year program will teach students the multiple benefits of service for themselves and others and instill in them leadership skills that will carry them through successful, engaged lives.

Through readings, media, virtual partnerships, visiting fellows and field trips students at the Academy of Global Leadership and Public Service will be immersed in the stories of the world's great change agents, from Mother Theresa to Martin Luther King to the local woman who spearheaded the drive for a crosswalk, a library, and a medical clinic. Through service, they will bring those lessons home in a two-year service project. They will emerge inspired, engaged, and empowered.

Portrait of a Leadership and Public Service Graduate

Graduates of the Academy of Global Leadership and Public Service are driven by the passion to make their world a better place. They have a deep understanding of the social, economic, scientific, political, and historical context within which leadership and public service exist and how they impact lives and societies. Most importantly, graduates of this high school exhibit the leadership qualities and skills to advance the public good in a diverse and globally interdependent world.

Our graduates exemplify the virtues of ***courage***, ***integrity***, ***ethics***, ***civility***, ***humility*** and ***respect*** for self and others.

Never doubt they will change their worlds!

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The Academy of Global Leadership and Public Service
Guiding Themes for the Four-Year Learning Plan

	Over-Arching Big Ideas	Over-Arching Enduring Understandings	Over-Arching Essential Questions
FRESHMAN YEAR	Global Connections Past and Present	• People create societies (systems) based on common ideas, beliefs, traditions and technologies • As societies (systems) interact with each other, they change • As societies (systems) evolve over time, they change	• How do we understand/analyze the development of distinct cultures? How do we use evidence to study change/the past? • How have ancient cultures influenced modern ones? • How do cultures change when they are exposed to new perspectives and environments?
SOPHOMORE YEAR	Power and Change	• Power, authority, and governance are dynamic and can produce change • Systems and theories can change over time • Understand the parts and interactions of systems	• What are the sources of power? • What is the impact of power, authority, and governance on society? • How can and should the U.S. influence the world?
JUNIOR YEAR	Complex Adaptive Systems	• Governments are impacted by public opinion • World economic systems are interrelated • Technology supports complex adaptive systems • There are no easy solutions to complex problems	• How do power and money get exchanged? • What does our government and economic systems say about us as a society? • How does the US market impact the world economy?
SENIOR YEAR	Self as Global Citizen	• Self-identity evolves from culture • Societies are changed by individuals and communities • Democracies need informed citizens • There are patterns in human behaviors	• When does the common good supersede individual rights? Explain. • What is your role in the global society? • How will you be a proactive agent for positive change?

Service Learning and Capstone Experiences

FRESHMAN YEAR Service Learning -- Teacher-driven community service project(s), field trips, and related adult mentoring all designed to expose students to many different leadership and service concepts and models.

SOPHOMORE YEAR Service Learning -- Virtual global service; establish virtual sister school and work on shared issue. Service learning: seniors mentoring/tasking sophomores to support their projects.

JUNIOR YEAR Capstone 1 -- Preparation for senior year service project. Identify a problem in need of a solution; research, analyze, recommend solutions; present solutions to the impacted organization, peers and other reviewers; receive input and refine project; begin to senior year team, if necessary.

SENIOR YEAR Service Learning and Capstone -- Student driven independent or team project. Continue work with problem/solution identified in junior year. If team, self-formed and self-managed, with each student carrying responsibility for a discrete piece that can be separately evaluated. Each student will be assigned a faculty advisor to guide them through the process.

The Academy For Innovation

Designed in partnership with:

The Granville Studio of the Visual Arts

Driving Content Area:
Science

Key Instructional Strategy:
Inquiry-Based Instruction

INNOVATION IS CREATIVITY IN CONTEXT

Bound to a particular topic or event, innovation has to be defined by the context and situation in which it occurs. In order to build an educational framework for innovation, we must take the principles of creative thinking and apply them in a domain or situation. The most effective way to do this is to teach in inherently interdisciplinary, project-based ways so that students become paradigm shifters, seeing connections between ideas, opportunities, challenges and problems in different domains.

The reason for teaching and learning is very different at The Academy for Innovation. The ultimate goal of any Academy for Innovation course of study is not to simply acquire knowledge but to acquire knowledge in order to use it for the purpose of developing new solutions to problems. This is the culture and perspective of the Academy for Innovation.

Portrait of a Graduate of the Academy for Innovation

A graduate of the Academy for Innovation is an out-of-the-box dreamer and doer with the enthusiasm, knowledge, skills and desire to create positive change in the world. A master of creative thinking and the design thinking process, our graduate understands the world through empathetic listening and observation. A prolific idea generator, the Academy for Innovation graduate is a self-aware, self-confident individual, passionately engaged in their chosen domain. Our graduate translates ideas into elegant, well-designed innovations, communicating with verbal and visual sophistication through multiple media, including technology.

THE CREATIVE THINKING PROCESS

STAGE ONE: PREPARATION
Gathering knowledge and developing expertise within a domain(s), including defining an opportunity, challenge or problem and looking at it from multiple perspectives;

STAGE TWO: INCUBATION
Actively working with the knowledge gained in Stage One through creative processes such as divergent thinking and analogizing;

STAGE THREE: INSIGHT
Developing and reflecting on insights, persevering in the face of impasses; shifting thinking based on insights; determining a solution;

STAGE FOUR: VERIFICATION
Evaluating the worth of an insight or solution and elaborating into its completed form. Students must be passionately engaged in the topic or problem at hand in order to possess the persistence necessary for completing all four stages of the creative thinking process.

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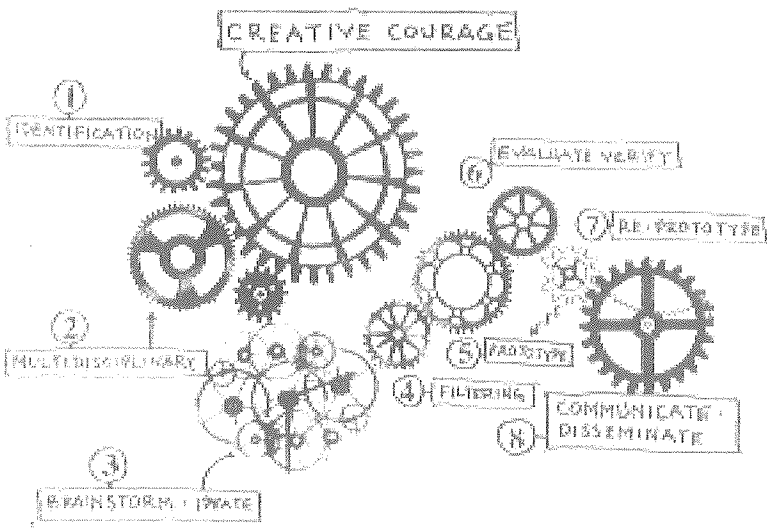
The Academy for Innovation
Guiding Themes for the Four-Year Learning Plan

	Over-Arching Big Ideas	Over-Arching Enduring Understandings	Over-Arching Essential Questions
FRESHMAN YEAR	The Self as Innovator (Preparation Stage*)	• Individual passion and engagement are at the heart of creativity. • Creativity and design thinking are at the heart of innovation. • Innovation is an action.	• What is creativity? • What is innovation? • What does it mean to be an innovator?
SOPHOMORE YEAR	Innovation in a Context (Incubation Stage*)	• Innovation is creativity and design thinking in the context of time and place.	• What is the impact of context (time, place, culture) in innovation? • What is the impact of innovation on its context (time, place, culture)?
JUNIOR YEAR	Innovation and Research (Illumination Stage*)	• Innovation is a problem-solving process that requires specific tools, procedures and techniques. • Domain** expertise is a pre-requisite to systematic creativity which leads to innovations. • Innovation requires persistence and entrepreneurial risk-taking.	• What are the tools, processes and techniques most critical for innovation? • What is the role of persistence in innovation? • What is the role of risk in innovation?
SENIOR YEAR	Innovation for the Future (Verification Stage*)	• Innovation is a force that moves civilization. • Every person has the capacity to innovate.	• What drives innovation? • What are the ethical dimensions of innovation? • What kind of innovator am I?



Individual Design Thinking Process

The Graduate of the Academy for Innovation possesses creative courage.

Improv Academy for the Arts

Designed in Partnership with:

Open Sky Jazz

Driving Content Area:
The Arts

Key Instructional Strategies:
Project-Based and
Problem-Based Learning

Improvisation as an Educational Concept

Jazz players spontaneously give and take musical ideas. When this exchange really clicks, the sense of individuality gives way to a sense of collective immersion in the whole. Ideas emerge that would not have been conceived by individuals playing in isolation and players individually and collectively find new levels of meaning and expression within the framework of the original piece.

The same kind of creative dynamic is possible in a classroom when students have the opportunity to exchange ideas and information. Working like a jazz ensemble, student groups can uncover new strategies, concepts, or structures that no individual could have dreamed up alone. When students are encouraged to communicate directly with each other, without typical chains of command or lines of communication (as in jazz), leaders and productive team players emerge naturally by demonstrating special knowledge, skill or experience that advance an objective.

When something parallel happens in jazz, players report experiencing a heightened consciousness characterized by enhanced mental clarity, spontaneity, ease of execution, ability to focus, enhanced listening capacities, interpersonal communion and inner calm. In a classroom it's the moment when students become optimally harmonious, receptive and adaptable to new ideas and function as an efficient, supportive community for ideas and innovation.

Why focus on jazz as a model for education? Because jazz uniquely combines two kinds of skills that, when reconciled, promote consistent episodes of peak creativity. First, jazz requires levels of technical mastery of an instrument and the harmonic, melodic and rhythmic foundations of music that few other genres can match. Second, jazz is one of the most improvisatory of musical styles and requires a kind of freedom, fluidity and group sensitivity that can be very elusive.

Students might ask: *What are the technical skills required to be successful? What are the parallels to jazz's harmonic and rhythmic structures, atop which improvisation occurs? What are the conditioned patterns inherent in classroom situations that might impede spontaneous, creative interactions?*

One skill that is essential to jazz is listening. Students who learn to listen creatively can enable themselves to gain consensus on risky yet exciting ideas that otherwise might have met with insurmountable opposition. This kind of listening fosters peak collective coherence in the group and also can create space for ideas to be articulated by others. Suddenly, an entirely new solution will emerge, persuasively, from a person who was encouraged by the feeling within the group to wait for just the right moment to speak.

Overview of improvisation as an educational concept developed by Suzan Jenkins, adapted from Corporate leaders could learn from the example of creativity by improvisation by Ed Sarath

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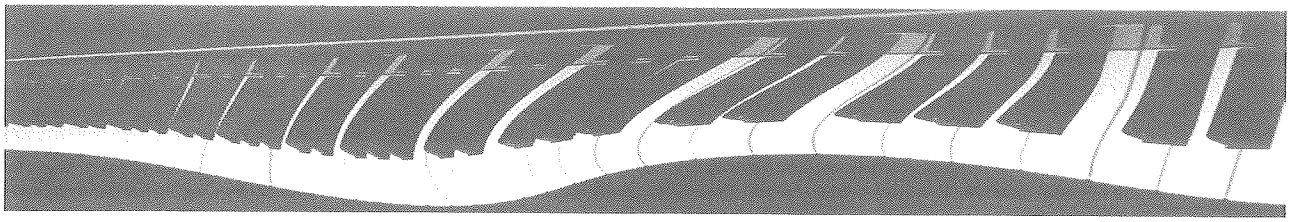
Improv Academy for the Arts
Guiding Themes for the Four-Year Learning Plan

	Over-Arching Big Ideas	Over-Arching Enduring Understandings	Over-Arching Essential Questions
FRESHMAN YEAR	Creativity	• Creativity is the essence of improvisation. • The tenets of improvisation empower students to respond (in new ways) to knowledge, challenges, and environments.	• What does it mean to improvise? • Can structure and improvisation coexist?
SOPHOMORE YEAR	Harmony and Ensemble	• Achieving harmony is a lifelong pursuit. • Improvisation skills result in the development of new thought patterns, new practices, new structures or symbols, and how they apply across all subject areas. • Ensemble without harmony is chaos!	• How does improvisation assist in achieving harmony?
JUNIOR YEAR	Cultural Inquisitiveness	• Man-made constructs (i.e. stereotypes, labels, perceptions) limit the pursuit of cultural inquisitiveness. • Real learning takes place when students are able to recognize the limitations of constructs and move beyond them	• How do we balance the security of the familiar with the lure of the unknown?
SENIOR YEAR	Intellectual Openness	• Society advances through intellectual openness • Improvisation provides the blueprint for students to think and respond creatively to new and challenging situations	• How will improvisation skills help us become responsive global citizens?

Portrait of an Improv Academy Graduate

A graduate of the Improv Academy for the Arts will thoughtfully apply the skills of improvisation to unpredictable, real-world situations across all academic and non-academic disciplines. Improvisation skills will empower students with the ability to act, create, and respond intellectually and intuitively to one's immediate environment. This will result in the development of new thought patterns, new practices, new structures or symbols, and/or new ways to respond to our world. This model is most effective when the learner has a thorough understanding of essential concepts in each subject area. *The concept of "FLOW" is critical to teaching and learning in the school.*



Innovative STEM Academies

Designed in partnership with:

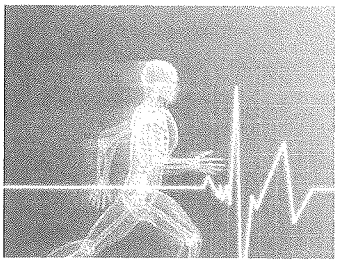
BSCS
Biological Sciences Curriculum Study

Key Instructional Strategies:
Problem-Based and Inquiry Learning

Green Technologies Academy

Digital Citizenship Academy

Health Sciences Academy



EdWorks' innovative STEM school designs are rooted in the findings and recommendations of Project 2061, an initiative launched in 1985 by the American Association for the Advancement of Science specifically to improve K-12 teaching and learning in natural and social science, mathematics and technology.

As Project 2061 explains:
What the future holds in store for individual human beings, the nation, and the world depends largely on the wisdom with which humans use science and technology ... Science, energetically pursued, can provide humanity with the knowledge of the biophysical e environment and of social behavior needed to develop effective solutions to its global and local problems ... Without the continuous development and creative use of new technologies, society may limit its capacity for survival and for working toward a world in which the human species is a peace with itself and its environment ... The life-enhancing potential of science and technology cannot be realized unless the public in general comes to understand science, mathematics and technology and to acquire scientific habits of mind Without a science-literate population, the outlook for a better world is not promising.

From Science for All Americans, Project 2061

All three EdWorks STEM schools are designed to achieve a key goal of Project 2061—to expand the number of science-literate citizens. While many magnet schools across the nation target the brightest and best, EdWorks' STEM schools are designed for *all* students. The hope is that by choosing popular themes in high-growth career pathways, EdWorks STEM schools will attract a wide range of students with a curiosity about science, technology, engineering and mathematics,

In addition to the academic program for a STEM school, partnerships with business and higher education are critical to the success of the EdWorks STEM schools. Both business and higher education are intimately involved in the design and delivery of the curriculum and real world experiences.

Part of the power of an EdWorks STEM school is the commitment from the community to preparing the next generation of innovators in science, technology, and math.

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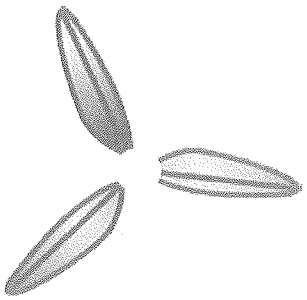
Green Technologies Academy
Guiding Themes for the Four-Year Learning Plan

	Overarching Big Ideas	Overarching Enduring Understandings	Overarching Essential Questions
FRESHMAN YEAR	Ecological and Economic Systems	Many factors influence environmental quality.	• What does it mean to be green in a developed nation?
SOPHOMORE YEAR	Evidence-based Decisions and their Consequences	Humans are changing many of the basic processes on Earth. Some changes are beneficial and some are detrimental.	• Is "green" always better?
JUNIOR YEAR	Equity of Opportunity; Equity of Outcome	Because technology both solves problems and generates waste, it can magnify the inequalities among people and societies in some cases while opening opportunities in other cases.	• Who decides what's fair and just for people and the environment?
SENIOR YEAR	Global Connections and You	Environmental, economic, political, and cultural issues are influenced by the development, transfer, and use of technology	• What does it mean to make responsible, informed decisions about the development and use of green technologies?

A problem-based approach to teaching and learning is central to an EdWorks STEM School. Students work collaboratively, applying methods of scientific inquiry and principles of engineering to a wide range of problems from the environment to health services to the digital community. Students study and create models of complex systems, engaging in analysis, prediction, and description of interactions among individuals, societies, and their environments.

Habits of Mind

- Respond with wonderment and awe
- Value and exhibit the traits of curiosity, honesty, openness, and skepticism
- Pose questions and problems
- Imagine and create solutions
- Listen with understanding and empathy
- Apply past knowledge to new situations
- Consider the ethical implications of questions, problems and novel situations
- Analyze the critical assumptions behind any line of reasoning



Digital Citizenship Academy
Guiding Themes for the Four-Year Learning Plan

	Over-Arching Big Ideas	Over-Arching Enduring Understandings	Over-Arching Essential Questions
FRESHMAN YEAR	Discovery and Creativity	• How do you make the decision about when to maintain and when to strive for change? • Does the nature of technology imply increased quality?	• What does it mean to be technologically proficient and literate? • How does technology affect discovery and creativity?
SOPHOMORE YEAR	Change versus status quo	Understand and apply technology concepts, systems, and operations to make decisions and propose solutions to local and global societal issues.	• How do you make the decision about when to maintain and when to strive for change? • Does the nature of technology imply increased quality?
JUNIOR YEAR	Rights and responsibilities	Understand how to advocate and practice safe, legal, and responsible use of information and technology.	• What are the political effects and implications of technology in our society?
SENIOR YEAR	Common good versus individual rights	Understand the role of a leader in the pursuit of personal life-long learning and contributing to the greater good in a technological world.	• What does it mean to be a leader in a technological world?

Health Sciences Academy
Guiding Themes for the Four-Year Learning Plan

	Over-Arching Big Ideas	Over-Arching Enduring Understandings	Over-Arching Essential Questions
FRESHMAN YEAR	Individual and Group Development and Identity	Families include a variety of physical, mental, and social relationships that influence the maintenance and improvement of an individual's health.	• In what ways are our identities affected and defined by personal and social health? • How can a person reshape or redefine himself/herself through personal health? • Does a group have to stay the same?
SOPHOMORE YEAR	Systems, Change, and Constancy	Systems thinking can help us understand how disease can be prevented, controlled, or cured.	• Is good health a basic human right or responsibility?
JUNIOR YEAR	People, Places and Environment	An individual's health condition is the result of personal choices, social and environmental settings, and genetic makeup.	• How does who you are, what you do, and where you live affect your health and that of those around you?
SENIOR YEAR	Global Connections	There are relationships among the health of the individual, the community, and the world.	• What defines and who gets to decide on the quality of life for individuals and communities?

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The EdWorks Five-Year Leadership Development Plan

All leadership development is delivered by the Technical Assistance Coach.

Leadership development and coaching are scaffolded, with each year inclusive of and building upon the preceding work.

EdWorks.

EdWorks' Basic Beliefs About Leadership ▶

School Leaders implementing the EdWorks System for High-Performing High Schools demonstrate:

- → Equity and Access for All
- → A single-minded focus on rigorous, relevant teaching and learning
- → Transparency and Collaboration in Decision-Making
- → Adaptive problem-solving
- → Moral Courage

Planning Year Leadership Development	Implementation Year One Leadership Development	Implementation Year Two Leadership Development	Implementation Year Three Leadership Development	Implementation Year Four Coaching Themes
Coaching Foci: School Leadership and Management for the Design of Climate, Culture and Comprehensive Student Support	Coaching Foci: Leadership and Management for Development and Implementation of School-Based Rigor, Personalization and Real-World Application	Coaching Foci: Leadership and Management for Rigorous, Relevant Classroom Instructional Design and Delivery; Effective Teams and Collaboration	Coaching Foci: Leadership and Management for High Peformance; College and Career Readiness; development of partnerships for learning	Coaching Foci: Leadership and Management for High Performance and Innovation
What Leaders Need to Know (Knowledge): ▪ Research-based components of a high-performing high school ▪ Data-driven strategic planning ▪ Budget development and monitoring ▪ Regional economic development and demographic trends ▪ Community engagement ▪ Shared decision-making	*What Leaders Need to Know (Knowledge):* ▪ Short cycle assessment system ▪ Rigor-Relevance Framework ▪ 21st Century skills ▪ Lesson design and delivery ▪ High payoff instructional strategies ▪ Personalized Growth Plans ▪ Study Groups/Professional Learning Communities	*What Leaders Need to Know (Knowledge):* ▪ Course of study requirements for college and career-readiness ▪ Research-based instructional design ▪ National and international student performance trends ▪ Effective service-learning / community service systems ▪ Unit design and delivery ▪ Formative and summative assessment	*What Leaders Need to Know (Knowledge):* ▪ College entrance requirements ▪ Career and technical training prerequisites ▪ Students and family	*What Leaders Need to Know (Knowledge):* ▪ Deeper understanding of data and its implications for school improvement ▪ Resource allocations for program development ▪ Conditions that enhance students' academic performance ▪ Relationship between public policy and post-education/career readiness
What Leaders Need to be Able to Do (Skills): ▪ Plan and facilitate effective meetings ▪ Practice active listening ▪ Launch and nurture partnerships ▪ Build results-driven, flexible scheduling ▪ Facilitate effective processes ▪ Perform and apply gap analyses	*What Leaders Need to be Able to Do (Skills):* ▪ Analyze data and determine application ▪ Model effective communication (name and face recognition and recali—personalization) ▪ Effective advisory support ▪ Engage in formal and informal networking ▪ Create deep partnerships with post-secondary insitiutions	*What Leaders Need to be Able to Do (Skills):* ▪ Support effective teacher and student leadership development ▪ Navigate and utilize district and community support systems ▪ Delegate and monitor progress ▪ Mobilize constituents to action ▪ Create effective induction programs for new staff	*What Leaders Need to be Able to Do (Skills):* ▪ Support effective vertical and horizontal curriculum alignment ▪ Create an environment that fosters post-secondary curricular and workforce initiatives ▪ Foster teacher leadership in the school community	*What Leaders Need to be Able to Do (Skills):* ▪ Practice adaptive problem-solving ▪ Create, imagine and innovate ▪ Lead by questioning and posing pro blems ▪ Identify goals ▪ Inspire others
Practices: ▪ Daily walkthrough to gather baseline trend data ▪ Modeling/facilitating data-driven strategic planning ▪ Developing authentic community engagement strategies ▪ Distributive leadership ▪ Professional self-reflection and improvement planning	*Practices:* ▪ Daily walkthroughs to monitor professional development implementation ▪ Collaborative reflection with staff and students ▪ Monitoring implementation and progress of the strategic plan ▪ Facilitation of the vision ▪ Collaborative reflection with staff and students; soliciting input	*Practices:* ▪ Daily walkthroughs to identify measurable outcomes on professional development implementation ▪ Partnering with higher education, to increase student opportunities ▪ Analyzing the learning conditions that yield the highest academic gains for students	*Practices:* ▪ Systematic student application of knowledge and skills through relevant integration of business and community content experts in the instructional design and delivery process ▪ Collaboratively formulate community partnership goals and strategic outcomes ▪ Identify cross-curricular pedagogical practices that demonstrate high payoff instructional outcomes	*Practices:* ▪ Visioning/looking for possibilities ▪ Transference of knowledge and skills to new situations ▪ Responsible risk-taking ▪ Continuous learning
Initial Planning Retreat: Getting the Culture and Climate Right for Personalization ***Summer Retreat One: Adaptive Leadership for Real World Results***	***Summer Retreat Two: Growing and Supporting Effective Teams***	***Summer Retreat Three: Leading A High Performance Organization***	***Summer Retreat Four: Stretching Beyond High Peformance to Innovation***	

EdWorks Coaches model the above beliefs, skills, knowledge and practices in the course of work with district and site-based leaders. This learn-by-doing EdWorks leadership development process reflects "Plan-Do-Study-Act" principles and practices. It is through full participation in this five-year process that EdWorks builds capacity within the district and school leadership to sustain and continuously improve the operations and outcomes of a high-performing high school.

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8218 South Francisco Avenue (773) 436-6021
Chicago, Illinois 60652 phylisham@sbcglobal.net

Phylis Hammond

As an experienced educator and administrator, I bring vision and leadership in guiding a faculty, the parents and community stakeholders to collaboratively design and implement life applicable programs of academic excellence for all students.

Summary of Qualifications

[2001-2010] Tilden Career Community Academy and Tilden Achievement Academy Chicago, Illinois

Contract Principal

- Increased Reading, English, Math and Social Science scores on the PSAE/ACT standardized test via targeting reading and writing skills across the curricula
- Recruited and hired certified and qualified staff to support the academic and career pathway initiatives of the school
- Recruited community stakeholders for partnerships and internships for students.
- Standardized computer-assisted learning across the curricula
- Hosted family information sessions, social events and community forums
- Managed and supervised budget for day to day operations inclusive of all staff

[2001] Tilden Career Community Academy Chicago, Illinois

Associate Principal

- Developed a professional learning community through increased participation and comprehension in staff development
- Provided resources for teachers at-risk
- Provided data to support instruction
- Monitored and evaluated classes

- Facilitated best practices in curriculum

[1995-2001] Dusable High School Chicago, Illinois

Assistant Principal

- Supervised all student service operations which included and were not limited to the following;

- Programming, Counseling, Attendance, Special Education, Parent Advocacy, Second Chance (Alternative Education), School-based Clinic and Research Evaluation

[1989-1995] Dusable High School Chicago, Illinois

- Administratively coordinated all special education activities, procedures and programming concerns. Orchestrated staff development for main streaming and inclusion models. Developed workshops for parents of special needs parents.

[1978-1985] O.W. Wilson Occupational High School-
Assistant Principal Chicago, Illinois

- Responsible for the day to day operations of O.W.Wilson Occupational high School. I facilitated staff development coordinated parent-teacher activities, worked with the Mayfair and Jefferson Park Community representatives in stabilizing safety concerns, developed curriculum in core subject areas applicable to life skills and served on the Special Education Task Force coordinating the occupational centers regarding grading policies, 47- week objectives, attendance and student population policy.

[1987-1988 O.W.Wilson Occupational High School- Business Education Teacher
Chicago, Illinois

Taught and developed curriculum for Business Education. Inclusive in the modules were lessons on how to dress for an interview, interviewing techniques, Business English, Business Math, Life Skills, Unit Checks, and Business Filing.

Education

Master of Science 1990

Roosevelt University Chicago Iliinois

Major: Administration and Supervision

Bachelor of Science 1971-1973

Northern Illinois University Dekalb,Illinois

Major: Special Education

Minor: Elementary Education/Journalism

Activities: Greek Editor of the Norther (yearbook), news reader for station WNUI, member of ECHOES(Honor society), Council for Exceptional Children, Peer Tutor- CHANCE program, Black Choir

The following additional course work was attempted in the designated areas;

- Learning Disability Endorsement

  Saint Xavier University Chicago, Illinois

- Governor State University University Park, Illinois

- State Reading Endorsement

Chicago State University Chicago, Illinois

- Kellogg Graduate School of Management Chicago, Illinois

Affiliations

- The Headmasters Association
- National Association of Secondary School Principals
- International Reading Association
- Illinois Principals& Administrators Association
- Council for Exceptional Children
- National Alliance of Black School Educators, Incorporation
- Board of Director Member-Program Chair for the Morning Star Baptist Church of Chicago
- Chicago Urban League
- Order of Eastern Star
- Alpha Kappa Alpha Sorority, Incorporated

Awards Received

- 1998 Presenter Twenty-Second Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students
- 1977 Golden Apple awardee
- 1994 Presenter State Chapter I- Baltimore, Maryland
- 1995 Presenter Coalition of Essential Schools- Niles, Illinois
- 1995-1996 Cooperative Learning Classes-University of Minnesota
- 1996-1997 Local School Council Teacher Representative- Dusable High School
- Member of the National Coalition of Title /Chapter 1 Parents
- 25 hours of participation in the National Reading Styles Institute
- Presenter/Mentor- I CARE PROGRAM
- Sept 2006 Awarded $60,000 make over by Home Depot
- Sept 2007 Awarded participation and selected in the Transformation Program funded by Bill and Melinda Gates Foundation
- May2008 Ambassador in Education Award, Selected as one of twenty-five educators honored nationwide
- 2008 Recognized by Chicago Public Schools as a Rising Star in Education
- Nov 2008 Honored for community service by the MetLife Foundation
- Oct 2009 Initiated free literacy programs to the Bridgeport/Camaryville communities

George Comer
12590 Pennsylvania
Crown Point, IN 46307
(219)662-0389

Work Experience:

Assistant Superintendent for Curriculum and Instruction
Gary Community School Corporation
620 East 10th Place – Gary, IN
2009 – Present

Director of Federal Program and Grants
Gary Community School Corporation
2002 – 2009

Director of Student and Family Services
Gary Community School Corporation
1999 – 2002

Director of Curriculum Services
Gary Community School Corporation
1988 – 1999

Supervisor of English/Language Arts
Gary Community School Corporation
1976 – 1988

Dean of Students
Gary Community School Corporation
1975 – 1976

Administrative Assistant,
Dunbar-Pulaski Middle School
Gary Community School Corporation
1974 – 1975

Teacher, English/Language Arts
Tolleston Middle/High School
Gary Community School Corporation
1968 – 1974

Education:

Educational Specialist,
Purdue University, Lafayette, IN, 2010

Turnaround experience includes the following:

- Directing the creation and execution of the critical systems, such as leadership, curriculum, pedagogy, assessment, intervention, data management and professional development
- Directing all staff in articulating a clear vision of the qualities necessary for effective differentiated instruction within Professional Learning Communities.

- Establishing and promoting high standards and expectations for all students and staff for academic performance and responsibility for behavior (e.g. develop staff reward/incentive program).
- Recognizing patterns and trends related to school performance, analyzing complex information to formulate strategic vision consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, and emergency procedures.
- Establishing the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the District's philosophy, mission statement and instructional goals.
- Supervising the instructional programs of the schools, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Evaluating administrators and teachers and the building based upon an approved evaluation instrument.
- Establishing procedures for evaluation and selection of instructional materials and equipment.
- Keeping the staff informed and seeking ideas for the improvement through out the district.
- Organizing teaching and learning opportunities and collaboration meetings on as needed intervals; facilitating districtwide staff meetings.
- Assuming responsibility for average yearly progress for district schools.

Appendix F: LEA Application of General Information
2011-2012

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: **Gary Community School Corporation**	Corporation Number: **4690**
Contact for the School Improvement Grant: **Dr. Myrtle Campbell**	
Position and Office: **Superintendent**	Contact's Mailing Address: **620 E. 10 Place** **Gary, IN 46402**
Telephone: **219.881.5401**	Fax: **219-881-4102**
Email Address: **MVCampbell@garycsc.k12.in.us**	
Superintendent (Printed name)	Telephone: **219.881.5401**
Signature of Superintendent X	Date: 7/15/11

➔ **Complete and submit this form one time only.**

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

I. Schools to be Served by LEA

Instructions:

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

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				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Bailly Preparatory Academy	K-6	X (new)		X				
2. Lew Wallace STEM Academy	7-12		X	X				
3. Theodore Roosevelt Career and Technical Academy	7-12		X	X				
4. West Side Leadership Academy			X					X
5. Dr. Bernard C. Watson Academy for Boys		X (new)						x
6.								

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

☐ We will serve all of our Tier I schools.

X☐ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

We have two schools, Bailly Preparatory Academy and the Dr. Bernard C. Watson Academy for Boys which have been identified as Tier I (new) schools. We have made the decision to serve one of these two, Bailly Preparatory Academy. We have also decided to serve Lew Wallace STEM Academy and Roosevelt Career and Technical Academy, both 7-12 schools. We are particularly concerned about the academic achievements of our students at the secondary level, particularly in the areas of English 10 and Algebra I. Both schools have results far below expectations, as well as below schools of similar demographics.

3. Consultation with Stakeholders

Instructions:

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

School Name: _Bailly Preparatory Academy_____ School Number: __4102_____

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Sept. 2; Oct. 7; Nov.4; Dec.2; Jan.6; Feb.3; March 3: April 14; May; July 8
Parents	Meetings	Oct. 7, 13, 27, 29; Nov. 8, 10; Dec. 8; Feb. 16, April1
Parents	Workshops	Oct.26; Nov.2,9, 16, 23; Dec.15; Jan.4,11,18, 25; Feb.8,15, 22; Mar.1,8,14,22,28; April 12, 19,26; May 3, 17
Community		June 6, 2011 and July 7, 2011

School Name: __Lew Wallace High School_____ School Number: __4029_____

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	Aug. 18; Sept.16; Feb 17; March 17; April 21; June14
Parents	Meetings	August 3 and 10; Sept 16 and 24; Oct 2 and 28; Jan 20; Feb 17; June 15

Parents	Workshop	April 1
Community Partnerships/Students/Teachers	Workshop	March14 April 25, April 27, March 11, Sept. 22, April 22, Jan 4

School Name: _Roosevelt Career and Technical Academy_____ School Number: __4033 _____

Stakeholder Group	Mode of Communication	Date
Faculty	Meetings	9/15; 10/13; 11/17;12/7;2/16;3/16;4/20. 5/18,
Parents	Meetings	12/17; 1/31; 5/18
Community	Meetings	10/8;11/4;11/22; 12/17/ 1/31;2/18;5/18;6/27;7/6

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 models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.
The district is having conversations to receive endorsement of the model. The union was present at the school board meeting when the model was approved. Ongoing discussion throughout this school year about school progress has occurred and collaboration on teacher contracts and evaluation is continuous.

E. Assurances

_____ assures that it will
Corporation/Charter School Name

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

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

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

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

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.

GARY TEACHERS UNION

Local No. 4, AFT, AFL-CIO
1401 Virginia Street – Gary, Indiana 46407
Phone: (219) 886-7320 FAX: (219) 886-0411

Carlos Tolliver, President

July 15, 2011

Dr. Myrtle Campbell, Superintendent
Gary Community School Corporation
620 East 10th Place
Gary, Indiana 46402

RE: SIG Grant Application – Roosevelt Career and Technical Academy

Dear Dr. Campbell:

This letter is to inform you the Gary Teachers Union, Local 4, American Federation of Teachers received the Gary Community School Corporation's School Improvement Grant Application (Roosevelt Career and Technical Academy) on Thursday July 14, 2011. We are in the process of reviewing the document (approximately 116 pages). After a comprehensive analysis of the document and forthcoming budget and addendums, we will provide you with a specific recommendation.

Please feel free to contact me in the event you may have a need for additional information.

Sincerely,

Carlos Tolliver

Carlos Tolliver
President

C: Darren Washington
Gary School Board of Trustees
Local 4 Executive Board