

Appendix G: LEA Application for Each Priority School

School Improvement Grant (1003g) 2013-2014

LEA School Application: Priority

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

School Corporation Indianapolis Public School Corporation Number 5385

School Name Shortridge Magnet High School for Law and Public Policy

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

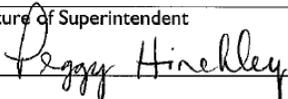
- Turnaround
 - Restart
 - Transformation
 - Closure
-

Appendix A: Indiana's Priority Schools

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

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

LEA Application: General Information

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

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

I. Schools to be Served by LEA

Instructions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Consultation with Stakeholders

Instructions:

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

School Name: Shortridge Magnet High School of Law and Public Policy **School Number:** 714

Stakeholder Group	Mode of Communication	Date
Teachers/Staff	Meeting	5/17/13
Parents	Meeting	5/29/13
All Parents	ConnectEd	5/30/13
Community Partners	Meeting	6/07/13
Alumni	Meeting	6/08/13

Assurances

Indianapolis Public School/ Shortridge Magnet High School assures that it will

Corporation/Charter School Name

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

Waivers

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

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

A. LEA Analysis of School Needs

➤ Instructions:

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

Appendix B:

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

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

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

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

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall (ECA)	30%	24	High	High: Percent increased yearly, but not significantly.
Black	33%	14	High	High: Comparable to reading deficiencies indicated by SRI. The percent decreases minimally each year.
Hispanic	41%	7	High	High: Students are not using English proficiently.

White	13%	2	Low	Low: Percent increases steadily, but still not enough to close the gap.
Free/Reduced	33%	20	High	High: Percent increased every year but not enough to close the gap.
SPED	29%	20	High	High: Percent increases each year but not at significant gains. There is a lack of differentiation for these students.
LEP	60%	6	High	High: Data is not used intentionally to design instruction and interventions.

Mathematics

Overall	50%	23	High	High: More targeted interventions, a researched based remedial curriculum that addresses math literacy skills and Algebra preparation, and HQ math teacher retention is needed.
Black	57%	13	High	High: There were no gains in this group.
Free/Reduced	58%	15	High	High: The home based academic support is not in place to nurture academic achievement .

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?

Inappropriate 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'."

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

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."

ELA

ECA scores in English overall do not meet the state's expectations.

		2011-12 Acuity Predictor Results	
Grade	Subject	Average Percent Points Obtained	
		Predictor B	Predictor C
6	ELA	60%	62%
	Math	61%	65%
7	ELA	60%	60%
	Math	50%	58%
8	ELA	59%	64%
	Math	46%	62%

Shortridge did not have an intentional literacy program for the students who come to us with instructional deficits. Second semester there were limited interventions put into place and extended learning time was offered to few students. Shortridge has had some degree of PD needed to match the instructional needs of the students but this, too, has been limited.

Group Tested	ISTEP+ Results			ISTEP Standard Deficits		
	% Proficient					
	2011	2012	2011 Deficits	2012 Deficits		
English/Language Arts						
Overall	70%	70%	Vocabulary--100% Non Fict. Text--66% Response to Lit.---100% Writing Proc.---33% Writing App.---66% Lang. Conventions---66%	Vocabulary--0% Non Fict. Text--0% Response to Lit.---0% Writing Proc.---0% Writing App.---0% Lang. Conventions---0%		
Black	65%	67%				
White	90%	93%				
Hispanic	67%	67%				
LEP	50%	40%				
Special Ed	36%	38%				
Free and Reduced	68%	67%				
Multiracial	82%	60%				
Mathematics						
Overall	60%	72%			Num. Sense---33% Computation---0% Alg. & Func.---0% Geometry---0% Measure---0% Data Anal.---66% Problem Solving---0%	Num. Sense---0% Computation---0% Alg. & Func.---0% Geometry---0% Measure---0% Data Anal.---0% Problem Solving---0%
Black	53%	70%				
White	80%	86%				
Multiracial	73%	80%				
Hispanic	64%	72%				
LEP	55%	52%				
Special Ed	46%	50%				

Differentiation of instruction has been limited. Writing has been a concern that has been addressed but not implemented with fidelity. There is an insufficient emphasis on the skills our students need to be successful in ELA if they have any learning gaps when they enroll in the school.

ELL instruction has been deficient. ELL students are moving forward at a slower rate.

Free and Reduced	58%	69%			
ECA Results			ECA Deficits		
	% Proficient				
Group Tested	2011	2012		2011 Deficits	2012 Deficits
English/Language Arts ENG 10					
Overall	47%	69%		Reading Comp.--- N/A Writing App.---N/A	Reading Comp.---80% Writing App.---51%
Black	44%	67%			
White	N/A	87%			
Hispanic	N/A	59%			
LEP	N/A	40%			
Special Ed	8%	71%			
Free and Reduced	53%	67%			
Mathematics Algebra I					
Overall	18%	50%		Linear Equations and Inequalities---96% Sketching & Interpreting Graphs---88% Systems of Linear Equations--- 81% Polynomials---88% Quad. Equations---71%	Linear Equations and Inequalities---88% Sketching & Interpreting Graphs---89% Systems of Linear Equations---74% Polynomials---82% Quad. Equations---83%
Black	16%	44%			
White	41%	N/A			
Hispanic	12%	N/A			
LEP	0%	N/A			
Special Ed	17%	N/A			
Free and Reduced	16%	42%			

African American and Hispanic students underperform each year on the End of Course Assessments.

Free/Reduced students are not showing adequate growth on high stakes test.

Special Education students are making gains but not significant enough for the state.

Mathematics

Fifty percent of the students at Shortridge fell short of passing the ECA.

Training teachers in Culturally Responsive teaching strategies will enhance teacher efficacy and student response to instruction and achievement. An intentional plan that includes PD and implementation will help insure teachers are able to deliver instruction in culturally competent ways. The cultural competency will help serve ELL students.

Students on F/R lunch lack the supplemental resources outside of school that will help them be more successful in school. Intersession and summer school will provide additional opportunities for F/R students to access resources.

Special Education students have made narrow gains, compared to their general education counterparts. Through training from Scholastic, special education teachers will improve their instructional methods. In addition, Scholastic will focus teacher PD on differentiated instruction.

A school wide focus on differentiation of instruction is needed for all students learning styles to be addressed.

Mathematics vocabulary development, relevance, problem solving, and requisite foundational skills necessary for Algebra proficiency need to be intentionally planned throughout the math curriculum.

The high turnover in math teachers has had a negative impact on math achievement. Teacher incentives and PD

	<p>from TNTP as well as instructional support from Coaches will improve teacher recruitment and retention.</p> <p>The recruitment, retention and training of HQ math teachers is a necessity in order to strengthen the math curriculum. This is addressed in the budget in various line items such as TNTP and coaches.</p>
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Student Leading Indicators

➤ Instructions:

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

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	NA	NA
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.1	97.7
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	NA	59 students 50.8%
5. Number of students completing dual enrollment classes	DC: 12	DC: 20
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	LSY: NA LSD: NA BAS: After SS: 3 weeks WES: NA OTH: Intersession 10 days	LSY: NA LSD: NA BAS: Learning Center SS: 3 weeks WES: NA OTH: Intersession 10 days
7. Discipline incidents*	426	577
8. Truants (# of unduplicated students, enter as a whole number)	0	0
9. Distribution of teachers by performance level on LEA’s teacher evaluation system	Domain 2 (Classroom Procedures)	

	2%=Distinguished 65%=Proficient 25%=Basic 8%=Unsatisfactory Domain 3 (Instruction) 2%=Distinguished 65%=Proficient 25%=Basic 8%=Unsatisfactory	
10 Teacher attendance rate	98.2	98.6

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>No Drop Out Rate information has been collected for Shortridge.</p> <p>Student attendance was 96.1% in 2011-12 and has increased to 97.7% in 2013.</p> <p>AP classes were not offered during the 2011-12 school year but were introduced during the 2012-13 academic year and 59 students completed the courses.</p> <p>The number of students completing dual credit classes in 2011-12 was 12 and increased to 20 during the 2012-13 academic year.</p>	<p>The graduating class of 2013 is the first graduating class at Shortridge since 1981. Before Shortridge became a high school in 2009 it had been closed or a middle school.</p> <p>Student attendance is monitored by the Attendance Committee.</p> <p>AP was offered for the first time in 2012-13. Two AP teachers were trained and had syllabi for four courses approved. The classes were implemented into the school’s curriculum. The following classes are offered: AP Language and Composition, Literature and Composition, U.S, History and Government and Politics. AP Biology will be added in 2013-14.</p> <p>Dual Credit is offered in partnership with Butler University Early College Program. Butler offers classes for only twenty-four students, twelve juniors and twelve seniors. Students are selected for the Early College Program based on</p>

<p>Shortridge offered limited extended learning time during the academic day.</p> <p>Student discipline incidents have increased in the 2012-2013 school year.</p> <p>Overall, teacher performance has experienced limited growth.</p>	<p>the following criteria: class rank, writing samples, and standardized test scores. Shortridge has not been able to fill all of the allocated spaces for this program due to inadequate college-level writing and mathematics skills and low test scores.</p> <p>Shortridge has a Learning Center that is open two hours after school Monday-Thursday and needs certified teachers working alongside IUPUI college tutors from the Indy Learning Center.</p> <p>Summer school is also offered for three weeks in the summer for remediation of Algebra I and English 10. The summer school curriculum addresses the entire student population of the district, thus, remediation programs in ELA or math do not address the individual learning needs of the students at Shortridge.</p> <p>Shortridge also has two Intersessions. One is in the fall (five days only) and the other in the spring (five days only). The curriculum is prescribed by the district for remediation only. It does not serve all Shortridge students' needs.</p> <p>The behavior specialist and behavior interventionists will develop PD to assist teachers to learn techniques to provide students with tools to self-correct their behavior.</p> <p>Due to district Reduction in Force (RIF), teacher movement from school to school has</p>
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	<p>negatively impacted teacher performance. Displaced teachers new to Shortridge need time to adopt the school vision, culture and/or rapport with the staff, students and families. These issues are being addressed through TNTP training, PLC and staff retreats.</p>
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Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

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

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

<p>and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>		X			<p>technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X			1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.			X		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up	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

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

Cultural Competency	1	2	3	4	Cultural Competency
<ul style="list-style-type: none"> 1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class. 			X		<ul style="list-style-type: none"> 1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example: “We don’t have a curriculum aligned across grade levels.”</i></p> <p><i>Appropriate example: “We only teach flags, festivals and foods with our students.”</i></p> <p><u>Principal and Leadership</u> Administrators monitor instruction in accordance with the master agreement.</p> <p>The principal serves as the instructional leader, but considerable time is split performing non-instructional tasks as well.</p> <p>Teacher-leadership is developing gradually. A formal structure for teacher-leadership needs to be developed school-wide.</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example:” We don’t know how to align our curriculum across grade levels.”</i></p> <p><i>Appropriate example: “Connecting curriculum to students’ lives takes longer to prepare lessons.”</i></p> <p><u>Principal and Leadership</u> The RISE evaluation system was implemented in 2012-13. The principal spends a considerable amount of time learning the RISE system which decreases time for monitoring of instruction.</p> <p>The mandates from the district require more reports which prove what administrators are doing and how they are spending their time; this reduces administrators’ time for monitoring instruction.</p> <p>Administrators monitor instruction in a variety of ways, because of the RISE model. Formal and informal classroom observations are regular and in accordance with contractual agreement. Walk-throughs are not as heavily documented as in the past.</p> <p>Faculty who do serve in leadership roles consistently volunteer to accept leadership roles. This is addressed through conference attendance and teacher merit pay.</p>
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<p>Attracting and retaining high quality mathematics, science, and English Language Arts faculty has been challenging. Autonomy needs to be given to the principal to hire staff, utilizing community partners when the opportunity presents itself, in order to attract and retain those best suited to the school's needs.</p> <p>Math and science teacher retention is a critical high-need for the school.</p> <p>The LEA (local education agency) has a structure in place at district level for aspiring administrative leaders; coordination of competencies between the central office and schools will help to foster the development future school leaders.</p> <p>The school vision statement and mission needs to be revisited and collaboratively revised to reflect the new leadership and the direction of the school supported by a sustainable school improvement plan.</p> <p><u>Instruction</u> Vision exists for instruction, and is embraced by many staff.</p>	<p>Hiring and retaining highly effective faculty has been difficult in past years, due to IPS policy (including accepting involuntarily displaced faculty, regardless of their effectiveness) and the teacher Reduction in Force (RIF) and administrative leadership change. This is addressed through TNTP and teacher incentives.</p> <p><u>Instruction</u> As the administrative leadership has changed, the shared vision that previously existed began to be watered down with the exit of staff and the entry of new faculty from other schools. The new vision of College and Career Readiness for all students drives every aspect of leadership.</p>
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<p>Increase student engagement so students will clearly understand what they will be able to do at the end of the lesson and will be able to articulate how they can improve.</p> <p>Staff needs to have the skills to differentiate and modify tasks across all curricular levels—academically advanced students need to be driven harder; work needs to be modified to meet the needs of special education students in general education classes.</p> <p>The ability to meet the learning needs of diverse learners needs to be embedded in lesson plans— differentiation needs to take place according to content, process, and product.</p> <p>Math achievement for all students needs to be strengthened, starting at the middle school level so that all students are better prepared for achievement on the Algebra ECA and rigorous math disciplines</p> <p><u>Curriculum</u> Curriculum alignment and vertical articulation of pacing guides is addressed on Professional Learning Community (PLC) agendas.</p>	<p>Mathematics instruction in terms of algebra readiness, problem-solving, critical thinking, and mathematical reasoning was not focused or aligned due to high teacher turnover.</p> <p>The numbers of students who are passing English Language Arts pass rates are low on ECA and ELA ISTEP+ and Algebra ECA and Math ISTEP+; AP classes did not exist; SAT and ACT student scores are low.</p> <p>College and Career Readiness is integral to the Law and Public Policy (LPP) curriculum. The LPP provides structure where problem solving, critical writing, reasoning, and analysis of difficult and extensive text skills are nurtured vertically at each level. The LPP curriculum supports the reading, writing, speaking, and presentation standards in English Language Arts.</p> <p><u>Curriculum</u> Vertical alignment is implemented at the district level, via subject area teams creating pacing guides. The curriculum at Shortridge is based on state standards, as well as very specific courses required by the magnet status of Law and Public Policy. There is LPP curriculum at each grade level, which needs to be aligned and expanded.</p>
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<p>Law and Public Policy Curriculum (LPP) is in fledgling stage in all grades.</p> <p>Relevance and rigor exist in AP and Honors and dual credit courses, but does not uniformly exist in other courses.</p> <p>Limited structured opportunity in the school day for teacher collaboration.</p> <p>Diverse learners served, including ELL, SPED, AP and Honors Students, Early College students. However, ELL and SPED show limited achievement when measured against their general education counterparts in AP and Honors courses.</p> <p>Differentiated instruction can increase across the curriculum.</p>	<p>A framework does not exist where LPP curriculum can be aligned with specific state standards in core subjects.</p> <p>This was the first year for AP classes at Shortridge. Limited course syllabi were approved by AP. There were staffing limitations that could not support AP and the honors curriculum previously. The school was growing, adding one grade level each year. There was no common school-wide definition for rigor and relevance.</p> <p>Due to the small size of the staff, all teachers did not have cross curricular common planning time.</p> <p>ELL students continue to struggle academically because of teacher turnover and decreased access to academically rich vocabulary. ELL and SPED students continue to be underrepresented in Early College and AP courses because there is no system in place for those students to have exposure to opportunities.</p> <p>Differentiated Instruction needs to be in place to meet the needs of the low and high achieving students. At this time, all faculty have not demonstrated the ability to differentiate instruction for students or how to determine student learning styles or preferences. There needs to be more intentional PD in this area.</p>
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Data-Formative Assessment

Teachers are faced with the problem of how to re-teach students who have not understood their work while at the same time having the ability to keep in step with pacing guides, scrimmages and district benchmarks which are planned in advance and placed on the academic calendar by the central office weeks and/or months in advance.

A variety of instruments are used for formative and summative assessment. Summative assessments are not routinely disaggregated by faculty. Assessment data needs to be utilized to measure achievable goals against student progress.

Students are placed in Reading Intervention classes based on students' reading levels. Students' reading levels are identified early and interventions are determined.

Professional Development

Professional development is delivered through PLC. Opportunities to collaborate during the school day, by grade level and content specific teaming need to be more fully realized. Teachers need to have input into what professional development they need.

Data-Formative Assessment

Teachers use numerous forms of assessment to glean the effectiveness of teaching and learning. Some faculty members are in the emerging stage of understanding how to utilize data to inform instruction. This has improved with the PLC work on the 8-step process.

Due to time restraints in the pacing guide, teachers tend to use scrimmage, benchmark and summative classroom assessments to assess their own teaching and the students' learning. There is no time to remediate built into the district pacing guides.

Students are placed in tiered reading classes based on their SRI scores in grades 6-10. Low reading fluency and comprehension negatively impact their ability to access the curriculum.

Professional Development

PLCs occur twice weekly. PD was driven by administrative requirements to teach faculty district and state strategies, like 8-step process and RISE evaluation system. This caused the PD focus on teaching rigor, relevance and differentiated instruction to not exist. It also created challenges in using the master teachers to share their areas of expertise.

<p>SPED and ELL collaborate and meet regularly.</p> <p>Administration normally leads PLC, but occasionally teacher leaders or district representatives lead PD at the request of the principal. PLC professional development consists of the 8-step process, Cornell notes, organization strategies, data disaggregation, ISTEP/ECA writing strategies and scoring using a rubric, and the RISE evaluative tool.</p> <p><u>Parents, Family, Community</u> Active Community Council meetings occur monthly.</p>	<p>SPED and ELL teams meet weekly to discuss the needs of their students. This weekly meeting could serve as a model school-wide for developing an Individual Learning Plan at Shortridge for each student. This ILP will be used to support interventions for all learners. Limited common planning time allows for sparse collaboration between the inclusion teachers, school psychologist and the general education teachers. The full potential of these types of meetings and implementation of the plan can be better utilized school wide.</p> <p>Typically, administrators design and deliver the professional development during PLCs, because PLC occurs at different times during the day.</p> <p><u>Parents, Family, Community</u> The Community Council (CC) meets monthly and serves in an advisory capacity to the Administrative Leadership Team (ALT). The Magnet Coordinator facilitates these meetings. The CC needs to have a time together to develop their own mission and vision for how they will interact with the ALT, and whether they will serve as a “working” Council or simply as an advisory one. This process will be shepherded by the Magnet Coordinator during the summer.</p>
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<p>There is evidence of a strong alumni presence and interest in the school.</p> <p>A Memorandum of Understanding (MOU) has been signed with Indiana and Butler Universities, galvanizing strategic partnerships. Nevertheless, programming needs to be communicated with all stakeholders and strategic partnerships with local universities, such as Butler University and IU School of Law, Indianapolis.</p> <p>District online portals are not regularly up-to-date with latest student grades or lesson plans.</p>	<p>Shortridge originally opened in 1864 and is the oldest free, public high school in the state of Indiana. Our tagline, “Shortridge is small enough to care,” captures the school’s love for others and our commitment to service and social justice, as well as the way we relate to students, families and the community. Students participate in student government, work with the district adjudicator’s office assisting with real court cases and are taught by real lawyers and law enforcement officials. The student body is dynamic and engaged. Shortridge currently serves 547 students and has committed enrollment of 714 for the 2013-2014 school year.</p> <p>We welcomed a new partnership with the IU Robert H. McKinney School of Law to strengthen our focus on rigor and relevance. Law school professors teach alongside Shortridge faculty. Twenty-four junior and senior students participate each year in the Butler Early College Program and have the ability to earn up to 6 college credits each year. The partnership with Butler strengthens the rigor of our magnet focus and is vital to our College and Career Readiness framework.</p> <p>The Parent Liaison communicates with families through a variety of mediums to keep families working closely with the school.</p> <p>Families support the students most readily by attendance at band, orchestra, choir</p>
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<p>Families are involved and attend parent meetings, PIT day, band, orchestra, choir concerts, athletic contests, parents volunteer their time</p> <p>Parents need to be provided training to access the district on-line portal. School staff needs current up-to-date phone logs, e-mails, and addresses.</p> <p>Communication with families includes methods such as: direct mailings, teacher contact, Connect-Ed, telephone calls, and social networking.</p> <p>Student leadership is active through our student government. Students have a voice in issues relating to the activities of their school. Student participation in co-curricular activities is higher than other schools in IPS.</p> <p><u>Cultural Competency</u> Staff members need to be more culturally aware of students' backgrounds in their classrooms upon enrollment. An intentional plan will help insure teachers are able to deliver instruction in culturally competent ways.</p>	<p>performances and athletic contests. Parent volunteers are recruited and utilized by the Athletic Director, teachers and Parent Liaison.</p> <p>Development of a Parent-Teacher-Student organization would enhance parental involvement. The Parent Liaison will shepherd this process by facilitating better communication with families, using new technology addressed in the budget.</p> <p>Though many students participate in co-curricular activities and afterschool remediation (when faculty stay afterschool to provide additional help for students), there has not been effective monitoring of these programs and student participation. The SIG grant will provide the ability to do so through the Project Manager.</p> <p><u>Cultural Competency</u> Many of the staff members have been well-trained in culturally competent practices, but there is little evidence of this training observed in their daily practice. The school has a cultural competency plan and facilitator, but the plan has not been blended into the</p>
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	<p>curriculum and instruction. However, a majority of the faculty go above and beyond to build rapport with all students. Teachers see the necessity of being culturally competent, but do not understand how it can be infused into their curriculum.</p>
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B. Selection of School Improvement Model

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

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

Establish schedules and implement strategies that provide increased learning time.	<u>Provide Operational Flexibility and Sustained Support</u> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model	Transformation Model
<i>Permissible Elements</i>	<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)	<u>Develop Teacher and Leader Effectiveness</u> 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.
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.	<u>Comprehensive Instructional Reform</u> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and

	<p>limited English proficient students.</p> <ol style="list-style-type: none"> 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
	<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

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

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

May implement any of the required or permissible activities of a turnaround model or a transformation model.

II. Selection of Improvement Model

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

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

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

Intervention model selected Transformation

Shortridge will engage in a vigorous approach to raise student achievement through a College and Career Readiness focus for all students. More than ever, the skills set of the 21st century student is a necessity in order to prevail in our global economy. Thus, Shortridge recognizes that its graduates must be equipped, prepared, and ready for the opportunities of post secondary education and the skill demands of the global job market. To this end using the Transformation Model of school improvement, Shortridge will implement an aggressive, comprehensive and multi-faceted initiative which includes working with external lead partners to enhance school-wide leadership capacity and effectiveness, examining, and refining instructional practices and assessment of school climate and culture (Scholastic Achievement Partners); improving teacher effectiveness through the rigorous RISE evaluation system (The New Teacher Project), engaging in extensive, job-embedded and online professional development using student data to impact instruction and rigor, especially in English/Language Arts and Algebra readiness; using online, research based, state aligned Math 180 curriculum to address the individualized mathematical learning needs of students; incorporating a behavior specialist and/or behavior interventionist to address students' social and emotional barriers to optimal learning and to assist teachers with the effective tools for classroom intervention and corrective measures; create extended learning opportunities for students; enhance the use of the 8-Step process, and provide financial incentives to teachers and staff who demonstrate the "whatever it takes" actions to improve student achievement.

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

The key findings and underlying causes at Shortridge Magnet High School for Law and Public Policy (Shortridge) suggest that there has to be a strong leader in place for the school to succeed. The curriculum, instruction, and assessments have not been truly data driven or intentional. It is evident that there is a lack of a true intervention model to differentiate individual student's instruction and learning and to address their educational needs, especially in the African American, Hispanic, ENL and Special Education populations. There has not been a systematic process for analyzing student data to find and address the gap in curriculum until the 8-Step Process implementation. The implementation of the 8-Step Process in January 2012 has been ineffective to date in significantly impacting classroom instruction. Furthermore, while professional development occurred during Professional Learning Community

(PLC) time, it focused mostly around teaching the 8-Step Process and the new teacher evaluation tool RISE. Professional Development (PD) is needed to significantly address teacher effectiveness, relevance and rigor, effective instructional practices, cultural responsive teaching, research based methods to strengthen mathematics and language arts instruction.

Findings from *Student and School Data* and *Root Causes*, in addition to the information gained through the *Self-Assessment of Practices in High-Performing Schools* survey completed by all faculty, the school's *Leading Indicators* data and *Root Causes*, led the leadership team to decide that the *TRANSFORMATION MODEL* is the best fit for Shortridge.

The Transformation Model will examine the practices and strategies that will increase and sustain student academic achievement to ensure that students are ready for College and Careers. The increase will take place within the next one to three years. Below we will demonstrate our implementation of the model requirements and how they correspond to the data, findings, root cause analysis and self-assessment.

Vision Statement

The vision of Shortridge Magnet High School for Law and Public Policy is that all students receive a world-class education that positions them to excel in college, in career, and in life in the 21st century.

Mission Statement

The mission of Shortridge is to provide a comprehensive, rigorous curriculum in a safe and supportive environment that equip students with skills necessary for success in college, career, and life.

Belief Statement

We believe that all students will learn with adults who care.

We believe all students deserve an equitable education regardless of race, class, gender or economic status.

We believe all students deserve a safe place to learn with teachers who care about each individual student's success.

We believe all students deserve a quality and rigorous education that ready them college and career.

We believe all students deserve an opportunity to explore and excel in their area of interest.

We believe community and university partnerships are essential to student success.

We believe all students deserve to be accepted for skills they bring, but challenged to improve academically, socially, and emotionally.

SCHOOL BACKGROUND INFORMATION:

Indianapolis Public Schools' **Shortridge Magnet High School for Law and Public Policy** is a college and career preparatory program for students in grades 6-12 focusing on the principles of democracy, justice, respect and service to others. Students prepare for their role as citizens while exploring careers in law, social advocacy and public service. Shortridge is located on Meridian Street, on the corner of 34th and Meridian Streets. The building opened in 1864. The school has a rich legacy and is the oldest free, public high school in the state of Indiana. From 1985 to 2009, Shortridge was repurposed as a middle school. The facility was renovated again and reopened in 2009 as a high school with a special concentration in the study of law and public policy.

Shortridge is touted for having a large number of well-known or highly accomplished alumnus. Among them is the late author Kurt Vonnegut who once said of Shortridge:

“It’s my dream of an America with great public schools. I thought we should be the envy of the world with our public schools. And I went to such a public school. So I knew that such a school was possible. Shortridge High School in Indianapolis produced not only me, but the head writer on the I LOVE LUCY show (Madelyn Pugh). And, my God, we had a daily paper, we had a debating team, had a fencing team. We had a chorus, a jazz band, a serious orchestra. And all this with a Great Depression going on. And I wanted everybody to have such a school.”

Shortridge is the home of the Law and Public Policy Magnet. All students at Shortridge are enrolled in Law and Public Policy (LPP) courses during their tenure at the school. The LPP curriculum is a college preparatory program based on integrated LPP themes in the core curriculum. In addition the program includes Advanced Placement and Dual-Credit courses during the junior and/or senior year. There is a senior project completed by all seniors that is intended to be a capstone course and is designed to be indicative of their level of preparedness to succeed in college or a career.

It is the goal of the Administrative Leadership Team (ALT) and the vision of the faculty to return Shortridge to the status it once held.

The school has a dynamic student body and a strong and committed leadership team and faculty that want to improve student achievement. The school also benefits from a number of innovative partnerships that include but are not limited to: Butler University, Indiana University Robert H. McKinney School of Law, Harrison College, Vincennes University, Indiana Bar Association, Indianapolis Bar Association, Marion County Bar Association, various Indianapolis law firms, Eli Lilly, Marion County Forensics Lab, Subway, Salvation Army, Tabernacle Presbyterian Church, North Capital Rehab, TJ Maxx, St. Mary’s daycare, local food pantries and various law enforcement agencies. . In addition, there is a strong foundation in place for continued growth, with a “model” Success Period program in place and a successful early stage PLC program.

While the relatively new school leadership team has built a tremendous foundation, it is looking to the School Improvement Grant and the Transformation model specifically to be a lever for achieving a further set of improvement initiatives to unlock student achievement. In reflecting on the data and self-assessment, the leadership team has identified the following key findings:

Finding: There needs to be more coherence across initiatives and a more unified focus centered on College and Career Readiness (CCR) Staff feedback indicates that while there are many initiatives to improve student achievement taking place within the school, they lack coherence and a unifying theme for improvement. The staff will use the Transformation Model to implement a number of improvement initiatives linked together cohesively around the goal of **College and Career Readiness for All Students**.

Finding: There needs to be more consistent implementation of a common instructional vision. School leadership has focused staff on a number of key components of what is expected of teachers in the classroom: higher levels of rigor, strategies to raise student engagement, ability to modify tasks/differentiate to meet the needs of all students, and ability to design and deliver “bell to bell” instruction. In addition, due to the nature of the content that students at Shortridge are tackling, there is a desire for all teachers to be equipped with a core set of literacy instructional strategies to help students engage with content. Writing and development of skills necessary for college and career readiness are also key priorities. Scholastic will help address these needs. These components of a “Shortridge Vision for Great Instruction” are generally understood by the staff, but additional support is needed in getting further awareness and buy-in, and in supporting teachers (through coaching and other professional learning opportunities) to achieve consistent implementation of these strategies in every classroom. The Transformation Model will enable the staff to accomplish this.

Finding: There needs to be an intensive focus on math achievement. Math Achievement is highlighted as a key area for improvement, with 58% of students testing at a below proficient level in math. Opportunity for performance improvement exists at both the middle school and high school level, with algebra readiness serving as the key challenge. The self assessment indicates that the school needs to re-examine the curriculum for mathematics, ensure that there is an intensive and targeted intervention support system for students who are below proficient, and most importantly that all math teachers in the school are equipped with math instructional strategies that will help promote college and career readiness, e.g., the ability to incorporate problem solving, conceptual understanding, and greater reasoning and mathematical discourse into conversation. Shortridge has not had the benefit of having a consistent math team over the last four years. This is the first year that all mathematics positions are staffed by licensed teachers.

Finding: Need for a more targeted approach to build leadership capacity. The self-assessment indicates that there is a need for a more formal structure in place (e.g., an “Instructional Leadership Team”) for positioning teachers in leadership roles and building their leadership capacity. This is addressed through the ASCD conference, TNTP training and AP conference. It is also addressed through PD and PLC.

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

Under the Transformation model, Shortridge will pursue a number of initiatives linked together under a program that will be called **The Shortridge Way: College and Career Readiness for ALL Students**. In pursuing this we will work with existing staff as well as two external partners:

- Scholastic Achievement Partners: this organization is part of Scholastic, Inc. and is focused on building educator effectiveness and coordinating school improvement efforts across the country. It has deep experience and a proven track record of success serving as a SIG lead partner and IDOE Lead Partner in Indianapolis Public Schools.
- The New Teacher Project TNTP strives to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 49,000 teachers - mainly through its highly selective Teaching Fellows programs - benefiting an estimated 8 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, including *The Widget Effect* (2009), *Teacher Evaluation 2.0* (2010) and *The Irreplaceables* (2012). Today TNTP is active in more than 25 cities, including 10 of the nation's 15 largest.

This initiative will consist of the following key focus activities: 1.) Rigorous data driven needs assessment to look at review of school data to identify trends and insights; side-by-side instructional walk through(s) to identify rubric based best instructional practices; and a culture/climate “We Survey” of all stakeholders to gauge attitudes about the school. 2.) Blended professional learning to improve college and career readiness with respect to students’ ability to write effectively in a variety of genres; 3.) Tiered mathematic intervention support for struggling learners through Math 180. Middle school students who lack mathematical foundations prior to algebra and high school students who have not passed the Algebra ECA will mostly benefit; 4.) Build a teacher leadership team to work alongside the school leadership who will drive the college and career readiness vision among their teachers. 5.) Implement a positive behavior intervention support (PBIS) system to address and reduce negative social and or emotional behaviors that detract students from learning and assist teachers will skills and tools for classroom interventions; 6.) Continue effective implementation of the RISE evaluation model to improve teacher effectiveness.

ELEMENTS OF THE TRANSFORMATION MODEL:

1. Develop Teacher & Leader Effectiveness—REPLACE THE PRINCIPAL

The new principal for **Shortridge Magnet High School for Law and Public Policy** (grades 6-12), Mr. Stanley Law, was selected by the superintendent based on his leadership skills and his ability to implement district directives for instruction and remediation. He is especially gifted with mentoring new and inexperienced teachers, and helping to provide midcourse correction for faculty who need it. Mr. Law has been a secondary administrator for nine (9) years and has earned recognition for his ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the instructional conversation in order to move their instruction to a level that has increased student achievement. Mr. Law supports opportunities for teacher leaders to grow and to bring educators and community together to improve the instructional opportunities for the students of his school. Mr. Law builds assets between stakeholders with incredible grace and strength. Mr. Law is very active and visible in the school and community. He attends every event and athletic contest and he is accessible to students, parents, and community leaders. His personality is kind and compassionate, but firm and focused on creating an educational environment where the adults serve the education interests and achievement of all students in a safe environment. Mr. Law exemplifies his personal educational motto of “doing whatever it takes to educate all students” so they are prepared for college and life.

2. Develop Teacher & Leader Effectiveness—RIGOROUS, TRANSPARENT, AND EQUITABLE EVALUATION SYSTEM

Beginning in the 2012-2013 academic year, the Indianapolis Public Schools utilized the Indiana Department of Education’s new model evaluation and development system, RISE. RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically. RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching.

The RISE model complies with Senate Enrolled Act 1, which that evaluations must:

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

The administrators at Shortridge attended four (4) ½ day trainings (scheduled in May 2012) and one (1) full day training (scheduled in July 2012) and received a certificate of training completion.

Teacher understanding of the RISE evaluation and development system started in the spring of 2012 with information disseminated at principal meetings. Deeper and more complex training took place in the summer of 2012 and at the beginning of the 2012-2013 academic year.

3. Develop Teacher & Leader Effectiveness—REWARDING OF SCHOOL LEADERS/TEACHERS/OTHER STAFF

The process used to identify and reward school administrators/instructional staff/non-instructional staff will begin with data collection as it pertains to:

- student performance;
- high quality informal walkthroughs;
- utilization of formative and summative assessments;
- growth in student data based on interim assessments;
- leadership capacity;
- implementation of career and college readiness;
- personal implementation of his/her professional growth plan;
- RISE Evaluation System (administrators & instructional staff);
- IPS Evaluation System (non-instructional staff).

Instructional and non-instructional staff that successfully implements their individual growth plan, as well as being successful on other data points, will have the opportunity to receive a stipend.

4. Develop Teacher & Leader Effectiveness—HIGH QUALITY, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

To design and deploy effective and sustainable job-embedded professional development, the school Administrator or Designee will work closely with the Administrative Leadership Team (ALT) and instructional staff at Shortridge to create a school culture of collaboration and a community of learners through the PLC process. The Administrator, or Designee, will provide professional development leadership to the school through their expertise in systems thinking and in curriculum, instruction, and assessment. The Administrator, or Designee, will build school capacity by developing and sustaining leadership through support and guidance to school leadership teams and whole-school faculty teams.

Additionally, the Administrator, or Designee, will provide a “linkage” between professional development and technology, integrating 21st Century Skills into the culture of the school. Furthermore, the external partner at **Shortridge Magnet High School for Law and Public Policy** will provide school-wide professional development to improve instruction with on-site (daily) instructional coaching and continue the rigorous work with Scholastic Achievement Partners. Two (2) Certified Instructional Coaches who will work alongside the administration and teachers regarding professional development, teacher coaching in mathematics and literacy. A

Behavioral Interventionist and Behavior Specialist will be hired to address the behavioral needs of the students and the ability of teachers to address such. These will be selected by the transformation principal for full-time assignment at **Shortridge Magnet High School for Law and Public Policy**. The Coaches will be available to cover classroom instruction while classroom teachers observe the effective practices of their colleagues and participate in PLCs. Coaches understand building routines and procedures and can ensure that learning continues while teachers are away from their classroom students. Additionally, the Coaches will provide remediation. All-student remediation needs will be intentionally designed and met in a timely manner. Coaches will support efforts to fully implement the 8-Step Process in a manner that does not reduce core class time with students. The instruction will target student deficiencies as revealed by the formative assessments. The Coaches will be guided by the principal, College Board certified teachers, exemplary teachers with proven track record of effectiveness, Teach for America, Woodrow Wilson Scholars, New Teacher Project and Indianapolis Teaching Fellows will be among those recruited for these important positions. Throughout the school year, as staffing vacancies occur, the Coaches will be in prime position to seamlessly assume those full-time teacher roles.

The SIG grant will allow Shortridge to hire a Project Manager to provide grant accountability, clerical support, assist with assessment and data reports, coordinate professional development, provide support in engaging students in outreach efforts, prepare documents and schedules to meet federal, state, and local guidelines, and other duties as assigned by the principal, or designee as it relates to the implementation of the SIG.

SIG funding will:

- Permit teachers to be paid stipends for curricular work to be performed during Intersessions, Summer Sessions, or outside of the school day.
- Implement the One-to-One Learning Initiative or other technology initiatives that will provide students in all grades 21st Century skills. Students will need a digital device to be able to access online research sites, math, ELA and reading curriculum for curricular and remedial instruction, and collaborate to complete projects. Teachers will require training to support in-class use of digital devices and an onsite Technology Coordinator will service and inventory equipment to keep technology up and running. Professional development will be provided and supported by current district and school IPS Technology Specialists, and assisted by the new hire Technology Coordinator through the SIG.
- Hire a Behavior Specialist, whose responsibilities will include training with faculty in classroom management techniques, transition from elementary school to middle school and 8th grade to high school. Hire a Behavioral Interventionist who will be responsible for student behavior and day to day discipline.
- Hire an Instructional Coach to help train faculty in techniques which will impact classroom instruction.
- Compensate mathematics, language arts, social studies, science, and special education lead teachers.
- Hire Social Studies teacher to support the Magnet and Social Studies focus.
- Hire Language Arts teacher to support the Magnet and literacy focus.
- Provide stipends to Assistant Principals for additional responsibilities.
- Provide stipends to Magnet Coordinator for additional responsibilities.

- Hire a Graduation Coach.

A centerpiece of our Transformation initiative is to implement a systematic, purposeful and coherent professional learning plan focused on developing consistent implementation of high leverage areas for instructional improvement, all of which are designed to attain the goal of College and Career Readiness for All Students.

This plan will provide a blended model of face-to-face professional development, job-embedded instructional coaching, and online support to meet the needs of each individual teacher, and will tie directly into classroom application of high impact instructional strategies. The focus areas of this professional learning initiative are as followings:

Our professional learning plan will be distinctive in that it will include multiple modes of delivery. We will build knowledge on these College and Career Ready instructional areas via the following means:

- A 2-day Instructional Excellence Institute targeting focused areas, to be held during the first Inter-session period in October, 2013
- Online Learning. Teachers will be enrolled in online learning courses via the *Scholastic U* platform. Courses will be chosen to align to the focus areas listed above.
- Professional Learning Communities (PLCs) currently take place weekly, and the content and focus of these sessions will be revised to align to the goals of the professional learning initiative
- Job-Embedded Coaching at a frequency of 1x per month for all teachers and 2x per month for those teachers who may need additional support. Support will be provided by our external partner, Scholastic Achievement Partners, and will consist of the following key elements:
 - Coach will work with each teacher to develop a personalized plan for growth and development in instruction (based on common vision)
 - Coach will observe and track fidelity of implementation of recommended instructional techniques
 - Coach will provide side by side assistance and reflection/de-briefing

The professional learning will also be organized into strands and differentiated according to content area and need. Here are additional details on the focus of each strand of professional learning.

For All Teachers: Core Instructional Skills for College and Career Readiness

- *Instructional approaches for increasing rigor and relevance in the classroom*
- *Instructional skills for differentiation and task modification*
- *“Bell to Bell” instruction in a block scheduling environment*
- *Literacy instructional skills to enable students to engage with complex text and to support the needs of struggling learners*

- *Writing across all disciplines (e.g., to support claims with evidence, to inform/explain, to persuade, to reflect)*

For English Language Arts Teachers: Writing for College and Career Readiness

- *A range of writing with specific emphasis on arguments, informational and explanatory writing*
- *Short, as well as more sustained research projects and writing*
- *Emphasis on writing process, including planning, drafting, revising, editing, rewriting*
- *Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience*

For Math Teachers: Math Instructional Excellence for College and Career Readiness

The professional learning that the math teachers will engage in presents them with the rationale for teaching mathematics through problem solving and gives them hands-on instructional strategies that promote thinking and reasoning. To truly achieve College and Career Readiness, students need to build a deep understanding of mathematics and use that understanding to problem solve, make sense of new learning, and communicate their thinking to others. Via this professional learning, teachers will deepen their understanding of their key mathematical practices and will deepen their understanding of teaching math through problem solving, with particular emphasis on the role of reasoning and discourse in mathematics. During these professional learning sessions teachers will examine examples of student work to connect session experiences to classroom instruction and will analyze the complexity of mathematical tasks and consider strategies for transforming grade level tasks to increase the level of rigor. In these sessions teachers will:

- *Strengthen their math content knowledge for the purpose of making math accessible for all students*
- *Understand how students best learn mathematics*
- *Implement instructional strategies that promote thinking, reasoning, and making sense of mathematics*
- *Discern how mathematical tasks and questions differ with respect to the level of thinking required to solve them*
- *Recognize the role of productive discourse in students' mathematical reasoning and sense making*

As noted above, via our external partner, individual and small group coaching will be provided for teachers in conjunction with the professional learning sessions so that strategies learned in the sessions are implemented in the classroom. The coaching will be distinctive in that it includes modeling or rigorous problem-solving lessons that include a pre- and post-conversation. Details of the modeling experience include:

- *Pre-Brief of the Lesson*

During this portion of the cycle, the teacher(s) responsible for planning and delivering the lesson shares the plan for the lesson, distributing copies of the plan to those who will observe the lesson. The model teacher explains the thinking behind the lesson, based on prior knowledge of the students and the important math learning targets for the lesson. The model teacher may inquire if the observers have any recommendations for questions to ask students during the lesson that will support the group in formatively assessing students. The model teacher informs the observers of specific aspects of the lesson that they should be prepared to provide feedback during debrief of the lesson. Each participant receives a handout for recording observed student or teacher actions or verbal communication to support conversations about the lesson during debrief.

- *Delivery of the Lesson*

Typically, classroom lessons are delivered by a single teacher or, in some cases, by a partner team of teachers who are co-teaching. For this reason, during a model lesson, observers should refrain from interrupting the lesson or from interacting with students for the purpose of helping them with the lesson. The role of the observer is to listen carefully to what is being said by both the teacher and the students, to observe the actions of the teacher or students as they engage with the lesson, and to record these artifacts on the observation tool. Observers should refrain from talking with each other during the lesson.

- *Debrief of the Lesson*

The purpose of debriefing the lesson is to identify specific aspects of the lesson or strategies used in the delivery of the lesson that supported student learning. The conversation focuses entirely on the factual evidence collected on the observation handouts during the lesson. This portion of the lesson cycle can be uncomfortable for both the model teacher and the observers if the conversation begins to focus on personal preference or perceptions that are not supported by evidence from the lesson.

For Leaders: Instructional Leadership for College and Career Readiness

The professional learning plan will also consist of support for the newly created Instructional Leadership Team (ILT.) With this support we will ensure that we are deepening and sustaining instructional leadership capacity at Shortridge, and that the Shortridge team continues to expand the instructional leadership skills repertoire necessary to empower the learning community to continue to focus on school improvement initiatives and student achievement.

This support will include the following key action steps.

- Identification of new leaders/teachers for a school-wide Instructional Leadership Team (ILT) for the 2013-2014 school year. This team will receive additional training and support on instructional leadership skills. They will also serve as a steering committee and mechanism for feedback for the initiative as a whole.
- These members will participate in a 3 day Instructional Leadership Institute to help orient them to their new roles and to lay out their specific tasks and responsibilities in supporting the SIG initiative.
- Members will create Individual Leadership Growth Plans (LGPs) with the support of Scholastic leadership coaches, centered on helping the ILT members set goals for the development of instructional leadership skills for College and Career Readiness. The LGP will provide information to create actionable individualized plans that will foster building-wide leadership capacity. Using the LGP, participants in this program will gain valuable skills in identify, observing and coaching good instruction; facilitating professional learning communities; helping to define and communicate a vision for success in the school; and engaging and representing Shortridge in the community.
- Members will also receive monthly executive coaching, with a target of monthly one-on-one time with a coach as well as weekly facilitation of ILT meetings) for every leader to ensure progress against Leadership Growth Plans, with success measured by percentage of LGP goals complete and a leader self-assessment using a rubric of instructional leadership.

Permissible Element: Develop Teacher & Leader Effectiveness—INSTITUTE A SYSTEM FOR MEASURING CHANGES IN INSTRUCTIONAL PRACTICES RESULTING FROM PROFESSIONAL DEVELOPMENT

- Our professional learning plan will include rigorous means for measuring changes in instructional practices. We will work with our external partners to create observational rubrics for each of the desired instructional behaviors we want to see in the classroom. These rubrics, which will be on a 4-point scale, will be administered three times per year (October, January, May) so that we can measure progress off of a baseline. These rubrics will also correspond to the Collaborative Review of Instructional Practices that will occur as part of our needs assessment process.
- Instructional Leadership Team members will measure progress using observed growth against each leader's individualized Leadership Growth Plan (LGP) as described above.

Required Element: Comprehensive Instructional Reform Strategies—USE DATA TO IDENTIFY AND IMPLEMENT AN INSTRUCTIONAL PROGRAM THAT IS RESEARCH BASED AND VERTICALLY ALIGNED FROM ONE GRADE LEVEL TO THE NEXT AS WELL AS ALIGNED TO STATE ACADEMIC STANDARDS

A key element of our SIG initiative is implementation of an intensive math intervention program to support the needs of our struggling math students to get them performing at grade level. To accomplish this we will implement the *Math 180* program by Scholastic for

grades 6-10. *Math 180* uses many of the same principles of adaptive instruction and student engagement that underlay *READ 180*, a widely used instructional intervention for literacy.

Our selection of *Math 180* was guided by a deep examination of our data. Our test results show approximately 58% performing below proficient in math, and we know that algebra readiness is a key issue related to math performance. We also know that student engagement around mathematics and teacher readiness, for quality math instruction, are key issues at Shortridge. We thus selected *Math 180* because it is built upon three research-based principles that address our needs and because it is designed to transform math instruction. Some of these principles include:

- *Growth Mindset*

Many struggling students have a negative and fixed mindset when it comes to mathematical ability (Pashler, et al., 2007). Researchers have found that sustained effort over time is crucial to achieving mastery and expertise (Dweck, 2000). *MATH 180* was developed in conjunction with Carol Dweck, and incorporates tools and strategies to foster a growth mindset for students and teachers.

Dr. Ted Hasselbring, creator of *READ 180* and *FASTT Math*, designed the *MATH 180* student software to give students the opportunity to control the pace of their learning, increasing students' sense of independence, motivation, and engagement (Anderson-Inman & Horney, 2007; Hasselbring, Lewis, & Bausch, 2005; Heo, 2007).

- *College and Career Ready Standards Progression to Algebra*

Research shows that to accelerate learning, students develop deep conceptual understanding by building on prior knowledge to foster new neural connections. Struggling students need time to develop mathematical ideas with understanding. If they are pushed too quickly through mathematical topics they may not be developing meaning for the content (NRC, 2000). To meet the expectations of College and Career Ready Standards, educators will need to pursue the three aspects of rigor: conceptual understanding, procedural skills and fluency, and applications (CCSS, 2012).

Developed in conjunction with the architects of the Common Core (Dr. Sybilla Beckmann, et al) and of Singapore's national math curriculum, *MATH 180* Instruction is built around a focused and coherent curriculum on the Common Core Progression to Algebra, enabling struggling students to make connections while learning to think algebraically. This vertical alignment, spanning content from grade 3 and up, is particularly important when focusing on rebuilding numerical understanding and fluency. Explicit connections are made to grade level content and the associated Common Core standards, including the Standards for Mathematical Practice, and state standards.

- *Teaching Support & Professional Learning*

These practices increase the likelihood that teaching will be effective for students' learning (Teaching Works, n.d.). Even teachers who hold correct conceptions of teaching and learning can benefit from a challenge to those conceptions and extend their knowledge (Ball, 1988). Dr. Deborah Ball's research based High Leverage Practices, which provide a roadmap for clear, point-of-use professional learning are embedded in *MATH 180* and empower teachers to focus on eliciting student thinking, developing reasoning skills, and facilitating communication to create an enriching, supportive classroom culture.

Required Element: Comprehensive Instructional Reform Strategies- PROMOTE THE CONTINUOUS USE OF STUDENT DATA TO INFORM AND DIFFERENTIATE INSTRUCTION

Data will be continuously used to inform and differentiate instruction. Shortridge Instruction Leadership Team (ILT) and Teacher Leadership Team (TLT) will regularly monitor student achievement checkpoints such as benchmarks, SRI, classroom assessments, state assessments etc. to gauge the skill acquisition in ELA, Algebra and middle school math. The teachers, administrators, interventionists, coaches and lead partners will engage in targeted, job-embedded PLCs to disaggregate student data and plan timely and targeted interventions to include afterschool tutoring, Intersession, summer school, pullout with Title I supplemental teacher, digital instruction, teacher instructional gaps, etc. in accordance to student needs. In addition, the 8-Step process and daily success periods of 30 minutes will be used for targeted intervention to address the achievement of deficient skills of the students. Each student will be placed in one of two categories of intervention: remediation or enrichment. A pre-determined, specified combination of online and paper curriculum will be used to deliver the content to the students. Frequent monitoring of student progress and periodic re-grouping of students will be led by the ILT, coaches, teachers, interventionists and lead partners.

Data will be continuously used to inform and differentiate instruction.

Our math intervention initiative, the *MATH 180* program that we are using, includes a variety of ongoing diagnostic and formative assessment tools to identify students' most urgent needs, allowing the program and teachers to adjust instruction accordingly. Ongoing, continuous and embedded formative assessment is a critical component of the program. Both accuracy and time on task provide information that enables teachers to make efficient use of instructional time. The instructional software provides precise and personalized differentiation, as it adapts to each student's needs. Teacher and leader dashboards are housed in a digital platform that includes smart data, resources for differentiating instruction, data snapshots, professional development, and the Groupinator, a tool for differentiating instruction. The Groupinator dynamically assigns students to groups for daily group instruction using data from classroom assessments, simplifying data-driven decision-making for teachers. Recommended lessons are provided in print and online via the digital platform. Differentiation lessons delivered via the Groupinator provide teachers with support needed to target the needs of students ready for a challenge and those who need additional support.

Interactive reporting housed in the digital platform provides the ability to drill down to monitor individual student performance, provide differentiation and track progress to mastery with the Common Core. Data snapshots include both student and classroom analytics, with links to instruction targeting the specific needs of individual students or groups of students. The data and resources provided for differentiation of instruction, as well as the quintile measure provided by the universal screener will inform daily instruction. Coaching and professional development

will focus on using data effectively to drive student achievement.

In addition, whole-school writing rubrics to assess students' performance related to established expectations will be created and shared with all teachers. Student's performance will be measured 3 times per year to demonstrate progress and growth. These rubrics will include scoring guides for short constructed response, as well as for longer essays and research and align with ISTEP requirements to provide ongoing feedback for improvement, as well as to impact results on state tests.

Permissible Element: Comprehensive Instructional Reform Strategies- CONDUCT PERIODIC REVIEWS TO ENSURE THE CURRICULUM IS BEING IMPLEMENTED WITH FIDELITY

This will be accomplished in two ways. First, the new intervention programs that are being implemented have extensive wrap-around implementation support, with each participating teacher receiving an implementation support visit 1-2 times per months. We will be working with our external partner to implement a technology-based implementation fidelity checklist (the Implementation Fidelity Reporting System, or IFRS) which will be used to systematically gather the status of key implementation success indicators. This will help to ensure that all new intervention programs are being implemented with fidelity.

In addition, as part of our Professional Learning Plan (described above) we will be using a rubric of effective instructional practices to ensure that we are expanding the teaching capacity of the staff. This rubric will contain elements and data points related to overall implementation of the magnet curriculum as a whole so we can also ensure high fidelity of implementation for the core curriculum.

Permissible Element: Comprehensive Instructional Reform Strategies- PROVIDE ADDITIONAL SUPPORTS TO TEACHERS AND PRINCIPALS TO IMPLEMENT STRATEGIES TO SUPPORT STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENT STUDENTS

The math intervention program that we are implementing, *Math 180*, contains numerous supports to help ensure that the needs of Students with Disabilities and Limited English Proficient Students are met. This includes second language support, as well as extensive reporting tools that provide teachers with data that can be included as part of an Individualized Education Plan (IEP.)

The math intervention program that we are implementing, *Math 180*, contains numerous supports to help ensure that the needs of Students with Disabilities and Limited English Proficient Students are met. Here are details.

For Limited English Proficient Students, Math 180 contains the following features:

Explicit Vocabulary Instruction: Vocabulary is introduced through a consistent routine of hear it, see it, say it, and define it. Spanish translations of all vocabulary are provided to teachers and students.

Sentence Frames: These provide students struggling with language access to sentence structures they would have difficulty accessing on their own.

Classroom Routines & Language Goals: These approaches support classroom discourse and offer structured opportunities for students to engage in meaningful conversations about math before speaking in front of a larger group. Additionally, these allow students to see the importance of using mathematical language.

For Students with Disabilities, Math 180 contains the following features:

(IEP) Supports: These include point-of-use data and reports allow teachers and parents to measure student progress toward annual IEP goals.

Adaptive, Individualized Pacing: The Adaptive Software allows students to move at their own pace and receive individualized, targeted instruction.

Universal Design for Learning (UDL) Principles: Working with CAST, the nation's pioneers in UDL, the MATH 180 software aligns with the core principles of UDL, providing multiple means of representation, action and expression, and engagement.

5. Develop Teacher & Leader Effectiveness—FINANCIAL INCENTIVES/PROMOTION/CAREER GROWTH/FLEXIBLE WORK CONDITIONS

This School Improvement Grant provides the opportunity for effective teachers to be identified as a “teacher leader”. Identified teacher leaders at **Shortridge Magnet High School for Law and Public Policy** will form the Teacher Leadership Team (TLT) for the 2013-2014 academic year. The TLT members will attend an Instructional Leadership Institute to build a solid foundation of instructional leadership skills, such as:

- Create Individual Leadership Growth Plans (LGPs) with the support from leadership coaches for teachers. Leadership Growth Plans will continue to serve as benchmarks for growth and improvement efforts specific to a new cohort of participants. They will provide information to create actionable individualized plans that will foster building-wide leadership capacity and effective instruction;
- Facilitate the development of an Individualized Leadership Growth Plan (ILGP) for every member;
- Conduct monthly executive coaching for every leader to ensure progress toward the Leadership Growth Plan.

Teacher Leadership Team will receive a stipend plus compensation for planning and work done outside of school in accordance to prescribed rubric of performance.

Additionally, Shortridge and the IPS Curriculum & Instructional Accountability Division will provide support for issues and concerns generated from newly hired staff. An orientation program will include differentiated support for those staff who have been in the profession between one and five years. Content specific support will be available by the Curriculum & Instructional Accountability Content Facilitators.

6. Increasing Learning Time and Creating Community-Oriented Schools—INCREASED LEARNING TIME

To truly *accelerate learning* for students who are below grade level and for whom non-academic challenges are prevalent requires an extended school day in order to provide intense, targeted interventions provided by effective teachers. Extended school day opportunities for students at **Shortridge Magnet High School for Law and Public Policy** will consist of the following:

- Two (2:15) hours (2:45-5:00 PM), after school—four (4) times per week (M – Thursday)
- Two Full-Weeks of Balanced Calendar Intersession:
 - i. October 7, 2013 – October 11, 2013 (7:30 – 1:00 PM)
 - ii. March 24, 2014 – March 28, 2014 (7:30 – 1:00 PM)
- Fifteen (15) Days of Summer School June 2014 (7:30 – 1:00 PM)
- SIG monies have been budgeted to support all teachers.

Only effective teachers will be selected to provide the instruction during the extended school day learning opportunities for students. Those teachers that meet the criteria will be compensated to provide (a) after-school instruction; and/or (b) during the additional Balanced Calendar Intersession school days and summer school. Teachers will be recruited for a variety of roles: all content teachers as well as Exceptional Populations Teachers (ELL and Special Education), or Reading Specialists. Based on students' performance on formative assessments (*Predictive Benchmarks*) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content support for English/Language Arts and Mathematics. For students at Shortridge Magnet High School for Law and Public Policy, this support will be in addition to the targeted assistance received daily during the *8-Step Process* "Success" period and/or other supplemental interventions.

A key element of the *8-Step Process* is the continuous use of data to determine which students have mastered content covered over a period of time, and which students need additional support. During bi-monthly "Learning Log" meetings (part of the *8-Step Process*), teacher teams will review the results of formative assessments (*Predictive Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute "Success" periods. After the first assessment results are available (once the district assessment calendar is established), the extended school day academic support program will operate from 2:45-5:00 pm, Monday through Thursday from September 2013-May 2014.

Balanced Calendar Intersessions: A new Balanced Calendar went into effect for Indianapolis Public Schools 2011-2012. Two scheduled breaks (called Intersessions) occur in the fall and spring. IPS used the Intersessions to extend learning for students who need additional remediation. For the 2013-2014 school year and continuing throughout the SIG three-year funding period, the district anticipates operating Intersession instruction to students identified as eligible for remediation via its defined student selection process. During the 2013-2014 academic year, Balanced Calendar Intersessions and Summer School will be supported by Indianapolis Public Schools through various funding resources.

7. Increasing Learning Time and Creating Community-Oriented Schools—FAMILY AND COMMUNITY ENGAGEMENT

Engage students in community outreach efforts—Involving Family and Community Engagement

To increase student voice and student engagement in the process, we propose the creation of a Student Advisory Leadership Committee (SALC). This initiative would include the following:

- Establish of a Student Advisory Leadership Committee (SALC)
 - 1) This committee would have students represented from Shortridge students in grades 9-12
 - 2) Meetings before and/or after school
 - 3) Students would have to apply for the position and be selected
 - 4) Leadership Training would be on-going for these student leaders
- Allocation of a budget to the SALC will enable its members to successfully carry out this plan.

In addition to outreach, the SALC would openly advise and work closely with administration to emphasize their voice for the schools' direction in fulfilling its mission along with continually developing and expanding the vision and be involved in student recruitment and retention at their magnet school.

8. Comprehensive Instructional Reform Strategies—EXTERNAL PROVIDER

Shortridge has selected *Scholastic Achievement Partners* as its External Provider. Currently, *Scholastic Achievement Partners*, in collaboration with Indianapolis Public Schools, will implement a series of targeted initiatives to improve instruction during the 2013-2014 academic year.

Targeted initiatives that will begin 2013-2014 are:

- School-wide professional development to improve instruction
- Supplemental professional support to strengthen math and writing instruction
- Continue and expand successful academic interventions for students in reading
- Introduce academic interventions for students in math
- Strengthen building-wide leadership capacity
- Engage students in community service efforts

- Revise the process for early identification and intervention with at-risk students
- Intentionally design extended-day opportunities for our students
- Provide extensive professional development beyond the current scope of work
- Recruit and retain highly qualified AND effective faculty and staff

9. Comprehensive Instructional Reform Strategies—STUDENT DATA & DIFFERENTIATION OF INSTRUCTION

For classroom instruction to be effectively differentiated, faculty must understand how to assess data and use it to drive instruction. To accomplish this, the SIG grant will be used for the:

- Creation and training of a Teacher Leadership Team (TLT) for ongoing review and monitoring of assessment data;
- Creation of a formal process for identifying (attendance, grades, behavior incidents, assessment scores) at-risk students. This would include a summer leadership work session that would include the disaggregation of test scores from Shortridge and identification of students possibly in need of intervention support;
- Identification and creation of interventions for at-risk students, including enrollment in the literacy and math interventions noted elsewhere in this proposal, formal after-school tutoring, and more structured intervention as part of the existing “Success Period” structure in the school;
- Assignment of both student and teacher mentors for all “at risk” students. Student/teacher mentors would be required to meet with their mentees once a week during the first grading period, and would be available to provide advice, guidance, and supplemental academic support;
- Nurture Community Service Component;
- Support parents of those students who are on the cusp of failing, including providing Parenting Skills, How to Support Your Child, etc.

10. Provide Operational Flexibility and Sustained Support—OPERATIONAL FLEXIBILITY

Operational flexibility, combined with greater accountability, has been granted to Shortridge Magnet High School for Law & Public Policy. Due to its Transformation status, this School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Shortridge Magnet High School for Law & Public Policy students to achieve. Operational flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement. The building principal will have decision-making authority. The principal will utilize staff, within the confines of their certification, to best meet the academic needs of students.

II. Provide Operational Flexibility and Sustained Support—TECHNICAL ASSISTANCE & SUPPORT

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

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. <i>All models</i>	X		Attached Budget District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. The budget is aligned to the requirements of the Transformation model.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Attached Budget Resources required supporting full and effective implementation of the transformation interventions are carefully calculated and calibrated in each budget line item. *Mrs. Yvonne Rambo, Director of Turnaround Schools *Stanley Law, Principal of Shortridge Magnet High School *Turnaround Office Curriculum Support
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Attached Budget Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.
4. The budget is planned at a minimum of	X		Attached Budget

<p>\$50,000 and does not exceed two million per year per school. <i>All models</i></p>			<p>The proposed annual budget is under two million per school and exceeds \$50,000.</p>
<p>Capacity Task</p>	<p>Yes</p>	<p>No</p>	<p>District Evidence</p>
<p>5. The district has the resources to serve the number of Priority schools that are indicated. <i>All models</i></p>	<p>X</p>		<p>For the 2013-2014 academic year, IPS will apply for the SIG 1003(g) at six (6) of the 21 schools on the Priority List Schools.</p>

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 	<p>X</p>	<p>The selection of External Partners, Scholastic Achievement Partners, and TNTP, funded staff, extended-time initiatives, incentives for staff and students, professional development, Instructional Coaches, Behavior Specialist, combined with Positive Behavior Support System, Behavior Dean, Technology Specialist, technology, online curriculum (Read 180, Math 180, Achieve 3000), equipment and every component proposed within this grant application are directly linked to the improvement of student academic achievement.</p>
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>The district, school staff and external experts have the credentials and demonstrated track record to successfully implement the Transformation model components.</p> <p>While their roles and expertise have been previously described, within the Appendices section of this proposal, resumes are provided for key district personnel (Turnaround Director and specialists), and school principal.</p> <p>Beyond the expertise of turnaround staff and relevant systems of support, the district also has demonstrated its ability to implement the Transformation model through its 2010-13 experience in four SIG-approved schools: George Washington and John Marshall Community High Schools (IPS Phase III Schools), Harshman Magnet Middle School (Phase II), and Broad Ripple Magnet High School (Phase I).</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>All teachers attended a SIG information session which included an overview, purpose and commitment to SIG. Teachers also completed the self-assessment survey for SIG.</p> <p>All teachers at IPS-SIG funded schools will sign a commitment letter that includes the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provided extended time for learning and flexible grouping based on learning needs. The principal has assembled a group of team players who are invested in the improvement of the school, accountable for the behavior of their students, and are willing to go the extra mile to ensure all are learning. In return, staff qualifies for financial incentives and possible career advancement.</p>
<p>8. The district has received the support of parents to fully implement the intervention model.</p>	X		<p>May 17 (Information meeting with staff) May 29 (Parent/Community meeting) May 31 (Connect Ed to Families) June 8 (Shortridge Alumni Meeting)</p>

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

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<p>Armed with the level of urgency to increase student achievement, our Superintendent has directed the top level cabinet personnel to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools.</p>
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<ul style="list-style-type: none"> • 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 			<p>Updates and progress checks on the transformation school is an agenda item at the Superintendent’s Cabinet meeting weekly.</p> <p>The creation of an IPS Turnaround Office and the creation of the Director of Turnaround Schools position is further evidence of that support.</p>
Capacity Task	Yes	No	District Evidence
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 	X		<p>Teacher Union Assurance</p> <p>During the superintendent’s monthly Professional Relations Group meeting, the teachers’ union leadership team members have been informed regarding the various types of school improvement models and the list of schools qualifying for the models.</p> <p>Prior to each School Board’s Executive Meeting, SIP/SAG meetings are held for district officials, principals, teachers and union representatives to discuss Board items. These meetings have served as a vehicle for providing continuous transformation school/SIG grant updates, as these have been ongoing Board discussion topics.</p> <ul style="list-style-type: none"> • IEA/IPS collaboration continues on the teacher evaluation process and ramping up support for teachers needing assistance • District Content Directors work collaboratively with IEA membership in planning and implementing professional development, including work with moving toward pacing and use of Common Core Standards • IPS collaborated with IEA during the turnaround staffing

			<p>reconstitution process</p> <p>As demonstrated in the attached Letter of Support (in the Appendices), the union leadership team has indicated their awareness of SIG requirements under the Transformation Model and support the implementation of the operational flexibly enabled through this model.</p> <p>See Attached Letter from Union Representative</p>
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<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	<p>X</p>	<p>There are no limitations within IPS restricting principal designated region. Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated Education Week.</p> <p>There are no limitations within Indianapolis Public Schools restricting principal searches to a designated region. Candidates may be pursued internally and externally through all avenues commonly used by other Indiana school districts.</p> <p>IPS responded to the recommendation made by the fall 2009 AdvancedED NCA Accreditation visitations team to have a <i>Leadership Succession Plan</i> for the superintendent, deputy and associate superintendents, assistant superintendents, and principals. Within that plan, the IPS Leadership Continuum includes three layers (progressive steps for leadership development):</p> <p>I. The Leadership Identification and Development (LID) program. Through a competitive process, this two-year program supports leadership growth of aspiring turnaround urban leaders. Our turnaround principal will identify future leaders (exemplary teachers) who will be released once per month (for the entire day) to engage in turnaround research, implementation and shadowing successful turnaround principals. Each month, half of the LID professional development day will be devoted group instruction, strategic planning, research about effective turnaround practices</p>
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		<p>and discussion. The second half of the day will involve shadowing experiences, followed by group debriefing and reflection. Newly identified turnaround principals are well-aware of LID cohort teachers and knowingly recruit exemplary participants from this cohort of aspiring leaders to serve in the SIG turnaround school as <i>Instructional Leadership Team</i> members (influencers).</p> <p>2. The Principal/Leadership Academy program provides a monthly, hands-on session with new and aspiring principals. These monthly sessions support the leadership development of current assistant principals. Through the Academy, practicing principals and central office leaders support assistant principals as they work through a wide range of topics, such as: instructional supervision issues; data-management strategies; student engagement; student safety and crises management. Here, they also learn how to navigate IPS central office systems and meet and network with district operational leadership.</p> <p>3. The Principal/Leadership Practitioners program identifies two-to-four principals to shadow top district leaders, once a week, to gain practical experiences and receive leadership coaching and mentoring experiences. These individuals are hand-selected and fully released from a specific school assignment for one year. They shadow exemplary principals (a different principal each semester) and serve as the substitute principal when the site principal out of the building for an extended period. They have access and opportunities to work closely with district leadership—including the superintendent.</p> <p>Externally, we are encouraged by the promising efforts of a recruiting project initiated last year. The district entered into a partnership with Teach for America Fellow Group and enlisted its first recruit into IPS leadership ranks (assistant principal) in August 2010. The recruit attended the New School Leader Academy at Columbia University, last fall, with a combined major study of MBA and Educational Leadership. She is now in her second year of the Columbia program and we are extremely pleased with this partnership and its potential for urban leadership-based</p>
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Capacity Task	Yes	No	District Evidence
			development within our district. Based on our initial experience, this partnership is being expanded through negotiations with Teach for America. With shared funding between IPS and TFA, we hope to hire up to five more assistant principals.
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures and organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>statewide and national postings</i> • <i>External networking</i> 	X		<p>For the 2013-2014 academic year, IPS is entering Phase III of its multi-year plan to implement a School Improvement Model in its highest needs schools. District administrators have been monitoring the performance of individuals under consideration as replacement principals for turnaround schools. Competencies were identified as to the skill set needed for successful leadership at a turnaround school.</p> <p>In January 2012, with the approval of the IPS Board of Education, Superintendent White publicly announced the appointment of the new turnaround principals.</p> <p>The detailed description of the recruitment and selection process for the turnaround principal is provided at the end of Section E of this proposal.</p>

<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> 	X		See below.
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<ul style="list-style-type: none"> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 			
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Time Period	Objective	Lead and Key Partners
JUNE 2013	Start the planning process with the external partners Scholastic Achievement Partners and TNTP	Principal Law Lead partners, Dir. Of Turnaround, Ms. Rambo
	Get P.O.s to order equipment and technology in accordance to budget (i.e. IPADs, iMACs, graphing calculators)	Mrs. Allen, Purchasing dept.
	Put in employment requisitions for instructional and support positions delineated in the grant (Project Manager, ICs, Interventionist, Technology Coordinator, PDSTs, Behavior Specialist, Dean of Students, College and Career Readiness Administrative Assistant, Graduation Coach)	Human Capital (HC) Principal Law
	Post job opportunity for Project manager, IC, Technology Coordinator and PDST)	HC
	Set up SIG grant accounts/funds	Business Office
JULY	Start the interviewing process to fill instructional and support positions	
	Principal Leadership Team Training: three (3) days of training for vision setting, rituals and routines with staff	Principal Law and Leadership Team ILT TNTP Scholastic Achievement Partners
	Instructional Coaches/Specialist: two (2) persons to facilitate data organization, communication, analysis, and application (ELA and SPED Content Specific). The	ICs Interventionist SAP

	coaches/specialist will oversee weekly data conversations with teachers in grade level PLCs. ICs will also work with Interventionist with student and response to instructional gaps.	
	Leadership Math Course: One (1) day leadership course that will demonstrate effective math instruction to instructional leaders	SAP ILT TLT
	Instructional Leadership Institute: Three (3) day training to build a solid foundation of instructional leadership skills for the Teacher Leadership Team (TLT)	TLT SAP
	Math Professional Development: Three (3) days of summer math institute on foundations of teaching math	SAP ILT Math faculty
	<p>Hire: Instructional Interventionist Teachers: two (2) certified teachers to provide targeted intervention, and provide support for job-embedded professional development. Also, will release classroom teachers to permit teacher collaboration and professional development.</p> <p>PDST: to take the place of the teacher, to provide teachers opportunity to avail themselves of professional development.</p> <p>Project Manager: to facilitate grant paper work and set up professional development with external partners & school (.5 FTE)</p> <p>Technology Coordinator: Hire a non-instructional technology specialist to work with the one-to-one learning initiative and supplement current technology programs</p> <p>Behavior Specialist Dean of Students College and Career Readiness Administrative Assistant Graduation Coach</p>	Human Capital Principal Law
	Purchase 50 more Lemov books	Ward
	Performance Data Analysis	TNTP

AUGUST 2013	Continue the interviewing process to fill instructional and support positions	HC Principal Law
	TNTP Survey	TNTP Principal Law All faculty and staff
	Start weekly PLCs with job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and integrating technology into instruction	SAP ILT Principal Law
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations	SAP
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning.	
	Diagnostic Assessment #1 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.	ICs ILT Principal Law
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Train teachers in the 8-Step Process	Principal Law IC
	TNTP provide PD over RISE evaluation system and ILP	TNTP
	New Teacher Orientation	Principal Law Ward ILT
SEPTEMBER	Math Professional Development: One (1) day of content/pedagogy professional development for teachers that will follow up the math summer institute	

	Scholastic Survey	SAP Principal Law All faculty and staff
	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within with out days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Conduct the SAP "WE INVENTORY" of all stakeholders over six days. Results will be compiled and analyze and shared in October during Intersession	SAP
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists

	Performance Data Analysis	TNTP
	Train teachers in the 8-Step Process, continued from August	Principal Law
OCTOBER	Discuss results of the WE INVENTORY with staff	SAP Principal Law
	Intersession: five days of remedial instruction and intervention selected students	Principal Law
	Math Professional Development: One (1) day of content/pedagogy professional development for teachers that will follow up the math summer institute	SAP IC
	PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	IC Principal Law
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within a few days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Conduct the SAP "WE INVENTORY" of all stakeholders over six days. Results will be compiled and analyze and shared in October during Intersession	SAP

	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists
	Lemov Book Study to Begin	Everyone
	Performance Data Analysis	TNTP
NOVEMBER	Math Professional Development: One (1) day of content/pedagogy professional development for teachers that will follow up the math summer institute	SAP
	Math 180 Professional Development	SAP Math faculty
	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Principal Law IC TC
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT

	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists
	Performance Data Analysis	TNTP
DECEMBER	Math Professional Development: One (1) day of content/pedagogy professional development for teachers that will follow up the math summer institute	SAP
	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	SAP
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support	Parent Liaisons

	literacy and math in the home. Attendance encouraged through incentives.	
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Administer Winter session of ECA ELA and Algebra for re-testers	Dir. Of Guidance Principal Law IC
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
JANUARY 2014	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Principal Law IC Interventionist TC
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo

	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists
	TNTP provide PD over RISE evaluation system and ILP	TNTP
	Performance Data Analysis	TNTP
	Individual Teacher meetings with Administration	Everyone
February 2014	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Principal Law IC ILT TLT
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists
	Performance Data Analysis	TNTP

March 2014	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Principal Law IC TC
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	ISTEP+ Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.	Principal Law IC TLT ILT
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists
	Performance Data Analysis	TNTP

April 2014	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Principal Law IC SAP
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	ISTEP+ Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.	Principal Law IC TLT ILT
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists
	Performance Data Analysis	TNTP
MAY	PLC's: Weekly Job-embedded PD for teachers that will	Principal Law

	focus on data-based planning, differentiated instruction, and/or technology training	TLT IC SAP
	ECA will be administered. Results will be received from the IDOE in June with disaggregation by district and school level during the summer.	Principal Law Dir. Of Guidance ILT
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	Principal ILT TLT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Job Imbedded Coaching for Mathematics Instruction	SAP Instructional Coaches Instructional Interventionists
	Performance Data Analysis	TNTP

JUNE	PLC's: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	Principal Law TLT IC SAP
	Coaching/Modeling/Monitoring: On-ground support and professional development by Scholastic Achievement Partners. Daily instructional monitoring and feedback from principals on informal observations.	SAP Principal Law IC Interventionist
	TLT Meetings: Leadership committee will meet weekly to monitor the progress of the school improvement	TLT, ILT SAP consultation
	Formative/Interim Assessments: IPS formative/interim assessments are administered by teachers and scored by IPS designated people, with disaggregated results returned within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.	ILT
	Extended Time Learning: Use assessment data for planning and implementation of extended time learning	TLT, ILT
	Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.	Parent Liaisons
	Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office.	Dir. Of Turnaround, Ms. Rambo
	Plan staff retreat for July 2014	Principal Law, ILT, TLT, Dir. Of Turnaround, Ms. Rambo SAP
	Financial Incentives: Calculate performance incentives based on student achievement results	Principal Law Dir. Of Turnaround, Ms. Rambo
	Side-by-Side Process Walkthrough of Instructional Practices	SAP Principal Law ILT
	Performance Data Analysis	TNTP

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • 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		<p>District staff has a high level of expertise and successful experience in research, and implementing the selected model as described below: The Turnaround Office (Director/Certified Specialist in DATA/ELA/Special Ed) has been created at the IPS District Office and is supported by the Curriculum & Instructional Accountability Division. Onsite visitation each week to monitor and support initiative implementation will be conducted by the Turnaround Office Specialist and Director of Turnaround Schools, with monthly process checks at the school site.</p> <p>In January 2011, a district-funded Turnaround Office was established for Indianapolis Public Schools. The Turnaround Director, Yvonne Rambo—selected as the 2010 National Middle School Distinguished Educator of the Year—was reassigned to this position. An experienced school leader, she fully understands the needs of high-poverty, low achieving schools and has demonstrated her effectiveness in turning around school performance. (Her resume is attached in this proposal). To support the everyday needs of the turnaround principal and staff, highly-effective district-funded Specialists have been assigned to the Turnaround Office, including: Special Education Specialist and E/LA Specialist. A Data Specialist is also assigned to work specifically in support of turnaround schools.</p> <p>The Turnaround Director and turnaround principals report directly to the Interim Superintendent, Dr. Peggy Hinckley and the turnaround director has the knowledge, determination and the authority to be responsive to issues that can impede success—particularly as they relate to personnel issues (hiring and non renewal of staff). They also play an integral and ongoing role in the selection of and work provided by contracted External Partners.</p>
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p>	X		<p>May 17, 2013 Staff Information meeting May 29, 2013 Parent/Community meeting May 31, 2013 Connect Ed to Parents June 8, 2013 Shortridge Alumni Annual Meeting</p>

<ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			
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Capacity Task	Yes	No	District Evidence																																		
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. <i>All models</i>	X		<p>The following document aligns to federal, state, and local funding sources.</p> <table border="1"> <thead> <tr> <th>Resource/ Intervention</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>Instructional Leadership Team</td> <td>SIG</td> </tr> <tr> <td>Acuity Predictive Benchmarks</td> <td>District</td> </tr> <tr> <td>Instructional Coaches</td> <td>SIG</td> </tr> <tr> <td>Instructional Interventionists</td> <td>SIG</td> </tr> <tr> <td>Magnet Coordinator</td> <td>SIG/District</td> </tr> <tr> <td>PDSTs</td> <td>SIG</td> </tr> <tr> <td>Dean of Students</td> <td>SIG</td> </tr> <tr> <td>Behavior Specialist</td> <td>SIG</td> </tr> <tr> <td>Graduation Coach</td> <td>SIG</td> </tr> <tr> <td>Recruitment of teaching staff</td> <td>SIG</td> </tr> <tr> <td>Project Manager</td> <td>SIG</td> </tr> <tr> <td>Technology Assistant</td> <td>SIG</td> </tr> <tr> <td>Technology Support: student laptops, graphing calculators, etc.</td> <td>SIG, Technology Grant</td> </tr> <tr> <td>Professional Development: monies for summer PD, after school...</td> <td>District, Title I, Title 2A</td> </tr> <tr> <td>IPS Data Warehouse</td> <td>District</td> </tr> <tr> <td>External Provider: Scholastic Achievement Partners, TNTP, Cultural Competency Consultant</td> <td>SIG</td> </tr> </tbody> </table>	Resource/ Intervention	Funding Source	Instructional Leadership Team	SIG	Acuity Predictive Benchmarks	District	Instructional Coaches	SIG	Instructional Interventionists	SIG	Magnet Coordinator	SIG/District	PDSTs	SIG	Dean of Students	SIG	Behavior Specialist	SIG	Graduation Coach	SIG	Recruitment of teaching staff	SIG	Project Manager	SIG	Technology Assistant	SIG	Technology Support: student laptops, graphing calculators, etc.	SIG, Technology Grant	Professional Development: monies for summer PD, after school...	District, Title I, Title 2A	IPS Data Warehouse	District	External Provider: Scholastic Achievement Partners, TNTP, Cultural Competency Consultant	SIG
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<ul style="list-style-type: none"> • E-Rate • TAP 		District Turnaround Office	Title 2A
		K-12 Curriculum Support (facilitators)	District, Title I Title 2A
		Intersession Coordinator/Staff	SIG
		Summer School Coordinator/Staff	SIG
		Summer Retreat (PD)	SIG, Title I, Title 2A
		Curriculum Development Stipends	SIG
		Interventionists (certified teachers)	SIG
		Teacher Leader Incentives & Compensation for Extended Time Learning	SIG
		Student Incentives	SIG
		Transportation:Buses for Extended Learning Time	Title I/ SIG

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> 	<p>X</p>	<p>Expanded Learning Time as described below.</p> <p>Ten days of intersession will be used to provide additional instruction in ELA/Algebra in accordance with the Indiana State Standards to students who are non-proficient in either subject.</p> <p>Summer school will be designed to provide targeted support to incoming 9th grade students, non-proficient 10th-12th students in ELA/Algebra according to Indiana State Standards. This will begin September 2013 and continue through May 2014, four (4) days weekly for two (2:15) hours per day.</p>
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<ul style="list-style-type: none">○ <i>Summer enrichment/remediation</i>○ <i>Saturday intervention</i>○ <i>Before or after school enrichment/remediation</i>○ <i>School vacation weeks</i>● <i>Compensation for extended day is identified by the LEA</i>			
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

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

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and</p>	<p>The Indianapolis Public Schools is committed to supporting Shortridge Magnet High School for Law & Public Policy throughout the implementation of the transformation model that will ensure that all students are provided a comprehensive opportunity to demonstrate academic success.</p> <p>Our district has analyzed the <u>student and school data</u>, <u>student leading indicators</u>, and the <u>self-assessment of practices for high performing schools</u> and agree that applying the proposed School Improvement Transformation Model will allow Shortridge Magnet High School for Law & Public Policy to successfully sustain a supportive learning environment after the SIG funding period ends as a result of capacity building.</p> <p>In the winter of 2012, Shortridge Magnet High School for Law & Public Policy implemented the 8-Step Process of utilizing individual student achievement data to enrich, maintain, or remediate students. Administrators were trained by the Turnaround Director and Instructional (Turnaround) Specialists. Faculty training took place during PLCs and multiple principal meetings. The collaborative practice of school improvement is an on-going initiative.</p> <p>IPS has given its priority schools organizational flexibility, and will continue that flexibility with the staff of Shortridge Magnet High School for Law & Public</p>

<p>school improvement processes for supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>Policy . IPS has provided the right people to affect the transformation.</p> <p>Equipped with Predictive Benchmark Data, SRI reports, and data reports provided through the IPS data warehouse and Turnaround Team, Shortridge can sustain the effective use of data to plan instruction that will assist them in meeting their goals and allow IPS to closely monitor their success.</p> <p>Shortridge Magnet High School for Law & Public Policy will identify key leaders/teachers to become part of the Instructional Leadership Team (ILT). This will include the following key action steps.</p> <ul style="list-style-type: none"> • Identify new leaders/teachers for a school-wide Instructional Leadership Team (ILT) for the 2013-2014 school year. This team will serve as a group of individuals who will receive additional training and support on instructional leadership skills. They will also serve as a steering committee and mechanism for feedback for the initiative as a whole. • These members will participate in a 3 day Instructional Leadership Institute to help orient them to their new roles and to lay out their specific tasks and responsibilities in supporting the SIG initiative. • Members will create Individual Leadership Growth Plans (LGPs) with the support of Scholastic leadership coaches. The LGP will continue to serve as a benchmark for growth and improvement efforts specific to a new cohort of participants. The LGP will provide information to create actionable individualized plans that will foster building-wide leadership capacity. Using the LGP, participants in this program will gain valuable skills in identifying, observing and coaching good instruction; facilitating professional learning communities; helping to define and communicate a vision for success in the school; and engaging and representing Shortridge in the community. • Members will also receive monthly executive coaching, with a target of monthly one on one time with a coach (as well as weekly facilitation of ILT meetings) for every leader to ensure progress against Leadership Growth Plans, with success measured by percentage of LGP goals completed and a leader self-assessment using a rubric of instructional leadership.
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Shortridge Magnet High School for Law & Public Policy is supported by the district standards-based formative/interim assessments, as well as Acuity Predictive Benchmarks and SRIs. During PLCs, faculty of Shortridge analyze data to inform instruction, identify students in need of intervention, and assist in helping all students become self-directed learners.

Shortridge has successfully provided grade 9-12 students with iPads as part of an effort to introduce enhanced learning, technology literacy, and 21st century skills into classrooms. In 2013-2014, through SIG funding, Shortridge would like to extend this initiative to grades 6, 7 and 8 and make sure teachers are provided with training, tools, and resources to successfully leverage this investment in technology to enhance student learning.

This initiative will include the following:

- Hiring a technology/one-to-one learning consultant to review Shortridge curriculum, make recommendations for how technology can be integrated, and give suggestions for specific tools and online programs the school should consider adopting to maximize student achievement.
- Incorporation of professional development about effective use of technology into the school wide “Professional Learning Plan”. This may also include a focus on topics such as Brain-Based Learning and using technology to incorporate higher levels of Rigor and Relevance into instruction.
- Support for the school in providing technical assistance to ensure all devices, infrastructure, and networking are in sound working order on a daily basis.
- Meaningful involvement of students in the implementation of this initiative.

The IPS Director of Turnaround or members of the Turnaround Team will visit Shortridge on a regular basis to personally assess their progress. Mrs. Rambo/or Team will examine the data and review summaries of data meetings that identify school/teacher/student strengths and weaknesses.

Scholastic Achievement Partners, an external provider, will provide support to Shortridge with coaching for their teachers and the principal.

	<p>A Project Manager will assist Shortridge to submit all data/forms to IPS, IDOE, and/or USDE in accordance to timeline. The Project Manager will regularly ensure that documentation of meetings and communications are accurate, preserved, and filed in a timely manner.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. 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:</p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of</p>	<p>The decision to work with <i>Scholastic Achievement Partners</i> and <i>The New Teacher Project (TNTP)</i> at Shortridge Magnet High School for Law & Public Policy comes from the successes we have witnessed at another of our magnet high schools (BRMHS) over the past two years. These two external providers have collaboratively led them.</p> <p>The on-going improving data from BRMHS continues to show that they are on a significant improvement path to success due to these partnerships. This is the vision we also want to share with Shortridge Magnet High School for Law & Public Policy.</p> <p>Thus, we would like to expand the partnership with <i>Scholastic Achievement Partners</i> and <i>The New Teacher Project</i> to work with Shortridge Magnet High School for Law & Public Policy for the 2013-2014 school year. Shortridge partnership will be similar in procedural matters, but tailored individually to Shortridge student and faculty needs.</p> <p>IPS, Scholastic Achievement Partners, & TNTP recommend building upon the success and momentums established from Shortridge's previous professional learning model and begin their partnership in the 2013-2014 academic year.</p> <p>Emphasis will be place on the following targets/needs:</p> <ul style="list-style-type: none"> • Conduct Data Driven Needs Assessment and Collaborative Planning • Implementation of Blended Professional Learning Approach to Improve

<p>timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and</p>	<p>Instruction and Increase Rigor</p> <ul style="list-style-type: none"> • Intensive Mathematics Intervention and Support for Struggling Learners • Deepen Building-wide Leadership Capacity • Provide Support and Guidance for Effective Implementation of RISE • Project Management Support <p>Based on these targets/needs, we would recommend including the following key focus activities for Shortridge Magnet High School for Law & Public Policy.</p> <p>Proposed Scope of Work for Partner Initiative from <i>Scholastic Achievement Partners</i> ~ Potential Improvement Strategies:</p> <p>Focus Activity #1: A rigorous, data driven needs analysis to build on the preliminary self-assessment, combined with creation of a robust implementation plan.</p> <p>We have found that the findings from the preliminary self-assessment included as part of the SIG application have been incredibly valuable. Thus, we will begin our initiative with a deeper dive needs assessment that will provide valuable data that will enable the school leadership team to refine and focus our plan of action. In addition, this effort will result in valuable data that will be used to communicate back to our faculty and staff to focus their efforts and get their buy-in. The needs assessment will include:</p> <ul style="list-style-type: none"> • <i>Deep Dive Review of School Data.</i> We will look deeply at school data, identifying trends and insights that can be used to refine our plan. • <i>Collaborative Review of Instructional Practices.</i> Via observation and consulting with a team of consultants from our external provider, Scholastic Achievement Partners will do side by side walk-throughs with the building instructional leadership team to examine instructional practices relative to a rubric of best practices as demonstrated by the nation's highest performing and most rapidly improving schools. This effort will highlight gaps and produce actionable recommendations that will guide efforts to improve
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USDE.

Intervention and school improvement activity providers will be held to the same criteria as external providers.

teacher effectiveness.

- *Assessment of School Climate and Culture.* Using the WE Survey tool, we will measure the beliefs and attitudes of key stakeholders with regards to school environment and culture. These surveys ask teachers, students, and parents/community members to share their feedback and opinions as to where opportunity for improvement exists.

Upon conclusion of the needs assessment, a series of working sessions (typically 2 or 3 1-day periods) will be scheduled with our external partners to review and analyze the results of the data collected during Phase I. We will then refine our plan for improvement, including a detailed assessment of identified gaps, a schedule of key activities, deliverables, and milestones, a statement of key goals that need to be accomplished, identification of metrics for tracking progress, and assignment of team members for follow up and implementation.

As part of this plan we will also work to build a strong consensus around the instructional and leadership vision for the school.

Focus Area #2: Implementation of Blended Professional Learning Approach to Improve Instruction for College and Career Readiness

We will implement a coherent, systematic professional learning approach that will utilize multiple modes of delivery to implement a shared vision for college and career ready instruction throughout the school.

Details are described below in the description of the Required Elements for the Transformation Model- High Quality, Job-Embedded Professional Development

As students are engaging with more challenging and dense scientific, historical, or technical text, it is important for them to have a deep understanding of non-fiction structures and features and their correlation to writing. To be successful and to meet the demands for college and career, students need multiple opportunities for both informal and formal writing experiences across all content areas. At Shortridge, writing logical arguments based on substantive claims, sound reasoning and relevant evidence is an important component of their educational experience. Students must demonstrate the capability to analyze and present research findings -

both short, focused written products (such as those commonly required in the workplace) and longer-term, more in-depth research, where students are asked to analyze and synthesize sources across disciplines and make, support, and evaluate claims with evidence.

Focus Area #3: Intensive Mathematics Intervention Support for Struggling Learners

We will implement a tiered math intervention approach that identifies students with foundational math challenges and treats them via research-based programs to improve their mathematics skills, with a strong focus on algebra readiness. We will intervene with students early, focusing on grades 6-8 and also targeting students in grades 9 and 10 who are at risk of not passing the Algebra I ECA. Our current data indicates that approximately 320 students in grades 6-10 are performing below proficient in mathematics. We are recommending that these students be served by dedicated math intervention teachers. This approach will include the following components.

- Administration of a screening assessment (Scholastic Math Inventory) to all students, and identification of those students performing at a below proficient level in math
- Placement of identified students into the research based program for math intervention and algebra readiness. We will utilize the *Math 180* program, created by Scholastic. *Math 180* has a deep research base and provides adaptive support for struggling mathematics learners as well as tools and embedded professional development to support instruction.
- Comprehensive implementation support consisting of:
 - Implementation training for all math intervention teachers to ensure successful startup and to deepen understanding of how to differentiate instruction
 - Job-Embedded Coaching at a frequency of 2x per month for all math intervention teachers (provided by our external partner in conjunction with our school-based resources)
 - Coach will provide side by side assistance and reflect/debrief with each teacher in support of implementation fidelity, with a focus on classroom management, instruction and progress

monitoring

- Coach will support and deepen math content knowledge
- Coach will model and support instructional strategies that reflect the high leverage practices embedded in the program
- Coach will support and deepen pedagogical knowledge that will help teachers understand how struggling students learn
- Leadership training for building and district administrators to support the promotion of effective and powerful math instruction
- Assistance in implementation planning, including guidance and support in adjusting school schedules to support the intervention initiative

As part of this initiative, we will support our College and Career Readiness theme by making explicit connections between math and science instruction and also with careers related to mathematics. *MATH 180* aligns to College and Career Readiness throughout its content distribution, promoting the understanding and application of science, technology, engineering, and mathematics. The scope and sequence is connected by themes that are related to the technological workforce in today's world along with associated careers. *MATH 180's* themes include: social and viral networking (marketing and advertising), health and medicine, science and engineering, computers and technology, business management, and environmental sciences. There are a number of topics in particular that tie to our Law and Public Policy Magnet focus (e.g. Forensic Science.)

Focus Area #4: Deepen Building-wide Leadership Capacity

Based on the needs assessment done to date, we know that we need to deepen leadership capacity and create a critical mass of instructional leaders who can drive forward a vision of College and Career Readiness for all students. To accomplish this, a formal Instructional Leadership Team (ILT) will be created. This group will receive additional support to develop instructional leadership skills for College and Career Readiness, and will also serve as a valuable Steering Committee for implementation of our SIG initiatives on an ongoing basis. Details are described below in the description of the Required Elements for the Transformation Model-High Quality, Job-Embedded Professional Development

This will include the following key action steps.

- Identify new leaders/teachers for a school-wide Instructional Leadership Team (ILT) for the 2013-2014 school year. This team will serve as a group of individuals who will receive additional training and support on instructional leadership skills. They will also serve as a steering committee and mechanism for feedback for the initiative as a whole.
- These members will participate in a 3 day Instructional Leadership Institute to help orient them to their new roles and to lay out their specific tasks and responsibilities in supporting the SIG initiative.
- Members will create Individual Leadership Growth Plans (LGPs) with the support of Scholastic leadership coaches. The LGP will continue to serve as a benchmark for growth and improvement efforts specific to a new cohort of participants. The LGP will provide information to create actionable individualized plans that will foster building-wide leadership capacity. Using the LGP, participants in this program will gain valuable skills in identifying, observing and coaching good instruction; facilitating professional learning communities; helping to define and communicate a vision for success in the school; and engaging and representing Shortridge in the community.
- Members will also receive monthly executive coaching, with a target of monthly one on one time with a coach as well as weekly facilitation of ILT meetings) for every leader to ensure progress against Leadership Growth Plans, with success measured by percentage of LGP goals complete and a leader self-assessment using a rubric of instructional leadership

Focus Area #5: Address Behavior Incidents

Adopt a research based school wide behavior system

Hire Discipline Dean

Hire a behavior specialist for teacher support and to model effective classroom management techniques that foster a conducive learning environment and reduce incidents of recidivism, etc.

Provide Professional Development on effective classroom management procedures

Focus Area #6: Provide support and guidance for effective implementation of RISE and project management

Scholastic will provide ongoing project management and progress monitoring support throughout the school year, including:

- Assistance in coordinating all professional learning and implementation events
- Coordination of content creation and high quality delivery of all implementation tasks
- Creation of progress monitoring protocols and coordination of data collection throughout the year

TNTP

The following proposal outlines two inter-connected work streams through which TNTP can support Shortridge Magnet High School's efforts to increase academic outcomes for students:

I) Performance Management Strategy and Support – TNTP will build school leaders' capacity to use performance management strategies that support higher quality instruction and lead to increased student outcomes

- Develop resources and strategies that school leaders will implement to **ensure teachers have a common understanding of performance expectations** and view feedback and coaching as mechanisms that help them improve student outcomes.
- Implement **weekly, school-based coaching for administrators** and instructional leaders focused on generating accurate teacher performance ratings and high quality, actionable feedback for teachers that gives them concrete guidance on how to improve.

- Conduct **school-based performance management trainings** for participating school leaders to norm on the evaluation rubric, and train them in best practices such as differential retention and utilizing critical teacher performance and student outcomes data to drive teacher development and human capital decision-making.
- Administer **TNTP's Insight** which has been proven to predict the retention of top performers, provide baseline data on the instructional culture in each building and develop a road map for creating a better environment for teachers.
- Train school leaders on **research-based practices that support the retention** of high-performing teachers.
- Consult with and **train school hiring leaders** to create rigorous selection processes, develop effective interviewing skills and make strategic staffing decisions.

2) Instructional Staff Development and On-Site Support – TNTP will train instructional leaders on effective coaching strategies to increase the quality of instruction and improve outcomes for students.

- **Assess teacher effectiveness** through observation and interim assessment data, and provide ongoing teacher performance analysis to school-based instructional leaders.
- Provide **practice-based curriculum and coaching** for school leaders to use with teachers that are focused on critical skills aligned to development areas identified through performance data analysis.
- Implement **on-site coaching sessions for instructional leaders to practice in-class coaching strategies** with teachers, prepare

for debrief conversations and use teacher performance data to identify key levers that are most likely to increase teachers' overall performance ratings.

- **Co-facilitate on-site teacher development sessions through TNTP Academy** that leverage best practices of educators like Doug Lemov and his *Teach Like a Champion* techniques, and align with skills that directly support the needs identified for teachers at Shortridge Magnet High School.

Build Leadership Capacity - Performance Management Strategies, Support and Capacity

TNTP will work with administrators and instructional leaders at Shortridge Magnet High School to build performance management capacity and accomplish the following objectives:

- Establish a rigorous, shared vision of effective instruction using the district's teacher evaluation rubric and develop school leaders' capacity to accurately rate teachers
- Ensure systems and structures are in place that allow school leaders to observe teachers as often as possible
- Increase school leaders' proficiency in giving clear, actionable, and timely feedback to teachers on their performance
- Develop school leaders' capacity to use accurate performance assessment data to make strategic human capital decisions in areas such as differentiated retention, teacher development, and providing their strongest teachers with expanded responsibilities
- Ensure school leaders have critical data around how teachers perceive the instructional culture in their schools and direction for

how to act on that data to strengthen culture

Instructional Culture

TNTP's Insight survey provides a detailed assessment of how teachers perceive the instructional culture in their school; the analysis can help instructional leaders understand whether teachers feel supported, if their schools are places that high performers want to work, and what they can do to ensure they develop and sustain great instruction. As part of this proposal, TNTP will administer this survey twice a year (near the end of each semester), provide a comprehensive report to track the school's growth against several instructional culture domains and work with school leaders to identify next steps.

Improving Teacher Effectiveness – Instructional Staff Development and Support

Performance Data Analysis

The best teacher development strategies extend beyond principal feedback conversations to differentiated training and job-embedded instructional coaching. Accurate, robust performance data helps school leaders move beyond simple one-on-one development and identify sub-groups of teachers who have common growth areas. This allows for smarter decisions about professional development resource allocation--specifically how to invest in targeted development opportunities tailored to groups of teachers who need and want help in a particular area.

The foundational coaching work we do with school leaders will create accurate teacher performance data through more accurate observation and evaluation ratings, an essential step for implementing a tailored professional development strategy. We will work with the school's instructional leadership team and coaches to analyze data and select teachers who are most likely to improve through these interventions.

TNTP Academy and Skill-Building Seminars

Teachers targeted for development by school leaders will participate in TNTP Academy sessions or other skill-building seminars co-developed and co-facilitated by TNTP staff and school instructional leaders. Each session will focus on a limited number of discrete, high-leverage pedagogical skills that will be determined by actual competency ratings.

TNTP Academy sessions designed to support teachers in need of improvement will focus on mastery of foundational instructional skills and integrate best practices of educators like Doug Lemov and his *Teach Like a Champion* techniques that align with areas we have seen many novices struggle to master. TNTP staff members co-leading these sessions are fully trained in *Teach Like a Champion* techniques and strategies for supporting school-based coaches with their implementation. Other skill-building seminars designed for high potential subgroups of teachers with a solid grasp of the basics, will focus on developing higher level instructional skills necessary to maximize effectiveness.

Instructional Leadership Team Coaching

Through real time coaching aligned with the content seminars, the school's instructional leadership team will learn strategies for assessing teachers' classroom implementation of critical skills and techniques that will help them improve their overall performance. They will analyze performance data with school leaders and TNTP staff to select specific teachers to prioritize and implement multiple interventions with a teacher over 1-3 week cycles.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p>The IDOE will assess the LEA’s commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology</p>	<p>IPS Academic Support</p> <p>Beginning with the 2013-2014 academic school year, all content teachers in the priority schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering quarterly assessments (Predictive/Benchmarks); (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices.</p> <ul style="list-style-type: none"> • Indiana Academic Standards will be taught and maintained (periodically revisited) using the Instructional Calendar (pacing) covering Instructional Cycles across the school year. • Within each cycle, identified standards will be taught with Benchmark assessments administered as per the IDOE window timeline. Five daily lessons prepare students for the Benchmark assessments. • Disaggregated results are back to teachers within 24 hours of the completion of the assessment by the students. Benchmark data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills. • These predictive assessments gauge students’ progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments. • 8-Step Process: As part of the 8-Step Process, Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze Benchmark results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods. <p>Each new Instructional Cycle introduces new indicators and reviews previously taught standards. IPS has changed the school calendar so that students attend in nine-week blocks that are followed by intersessions which will allow Shortridge</p>

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

<p>procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>New Evaluation and Documentation System: RISE</p> <p>Beginning in the 2012-2013 academic year, the Indianapolis Public Schools utilized the Indiana Department of Education’s new model evaluation and development system, RISE. It will continue as the evaluation tool for 2013-2014.</p> <p>RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically.</p> <p>RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: www.riseindiana.org)</p> <p>The RISE model complies with Senate Enrolled Act I that evaluations must:</p> <ul style="list-style-type: none"> • Be annual: Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis. • Include Student Growth Data: Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures. • Include Four Rating Categories: To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling. <ul style="list-style-type: none"> • There are four summative rating levels in RISE: <ul style="list-style-type: none"> Highly Effective Effective Improvement Necessary Ineffective
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Highly Effective:

Consistently exceeds expectations for professional practice, student achievement, and professional contribution to the school corporation.

Effective:

Consistently meets expectations for professional practice, student achievement and professional contribution to the school or contribution.

Improvement Necessary:

Room for growth in professional practice, student achievement and professional contribution to school or corporation.

Ineffective :

Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation.

Evaluators use the Teacher Effectiveness Rubric to rate a teacher at the end of the year using a four step process. The last two steps convert domain ratings to a final, overall Professional Practice rating.

Each of the three possible measures of student learning will receive 1 – 4 rating. Teachers fall into one of three groups for the purpose of calculating a summative rating. Each group uses a different weighting scheme. The weighted score determines the final rating.

- A monthly report on the status of existing teachers' effectiveness will allow HR and the Turnaround Officer/ Director to make teacher removal decisions in one or two weeks.
- Turnaround/Transformational principals will have the authority to remove ineffective teachers throughout the school year (unlike authority in non- SIG high schools) The Turnaround Officer will work with turnaround/transformational principals to enable responsive action, as needed.

The Turnaround Officer/ Director, Mrs. Rambo, has given all turnaround/transformational principals the authority to select (not be assigned) their SIG-funded, full-time Interventionist teachers (these teachers instruct classes, while teachers participate in job-embedded professional development and conduct remediation). The principal has been given responsibility to hire staff for all positions.

- A three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. Across the school year, turnaround/ transformation principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from SMHS within two weeks.

- The Director of Turnaround Schools will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional Protocols in place for non-turnaround schools.

- The Transformational principal and the Director of Turnaround Schools will develop and implement a recruitment initiative, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school.

- Monthly Process Checks between the Director of Turnaround Schools and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround/transformational leadership, teachers' capacity to impact student achievement, and the accountability of critical central office divisions.

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Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	See Below

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

➤ **Instructions:**

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

Turnaround Model

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

Transformation Model

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Principal was appointed by the Superintendent.	Dr. Eugene White ~ Superintendent of IPS	January 2012
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	Ongoing training of the administrative team at SMHS—Full implementation of the RISE Evaluation and Development System	-District Level Trainer -Principal -Administrative Team	July 2013- July 2014
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	Shortridge will have autonomy to develop their “Reward Rubric for Financial Incentives”; this rubric will also include the removal of any school leaders, teachers, or staff who after professional development do not implement this model.	-Principal -Mrs. Rambo, Director of Turnaround/ Transformation Schools	July 2013

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Develop a Professional Development Plan in conjunction with ILT and Lead Partners	-Principal -Mrs. Rambo, Director of Turnaround/ Transformation Schools	
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Shortridge will have autonomy to develop their “Recruitment Initiative” and “Teacher Leader Incentive Plan”	-Principal -Mrs. Rambo, Director of Turnaround/ Transformation Schools	
6. <i>Provide increased learning time for students and staff.</i>	<p>Extended-time Learning: 2:15 hours per day/4 days per wk/27 weeks per year in the learning center which provides university and staff tutors</p> <p>Balanced Calendar Intersession: Intersession (ten days total) in October and March</p> <p>Summer School: Three weeks, commencing in June 2014 after the end of the school year</p>	-Principal -ILT, -Coaches, Interventionist	August 2013-June 2014
7. <i>Use data to implement an aligned instructional program.</i>	Implementation of the 8-Step Process: During “Learning Log” meetings (part of the 8-Step Process), teacher teams will review the results of formative assessments (Predictor Benchmarks) to:	Principal Vice Principal(s) -Instructional Coaches, ILT,	August 2013- May 2014

	<p>(a) determine how students performed and their specific areas of strengths and weaknesses</p> <p>(b) identify classrooms where overall performance was strong and share the effective practices that influenced those results</p> <p>(c) problem-solve instructional and student-specific issues</p> <p>(d) regroup students for additional support—remedial or enrichment during scheduled 30 minute “Success” Periods</p>	Interventionist	
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Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	Bi-Weekly Professional Learning Communities (PLC’s): Form data teams to disaggregate data and implement instructional interventions to address gaps.	-Principal -ILT -Coaches -SAP	August 2013- June 2014

9. <i>Provide mechanisms for family and community engagement.</i>	<p>-Parent Liaison office will host monthly parent forums to assist parents in supporting the academic and social need of students.</p> <p>-Magnet Coordinator will host Community Council meeting with community partners to share ideas of support for student achievement.</p> <p>-Principal to host University partnership Steering committee meeting to address the status of the partnership.</p>	-Principal -Magnet Coordinator -Parent Liaisons	
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10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</i>	Operational flexibility has been granted to Shortridge Magnet High School for Law & Public Policy. This School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Shortridge students to achieve.	-Mrs. Yvonne Rambo, Director of Turnaround Schools	August 2013- June 2014 (with revisions each June for the next year)
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	Operation flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement.		
<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal	-Mrs. Yvonne Rambo, Director of Turnaround Schools	August 2013- June 2014 (with revisions each June for the next year)

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

The new transformation principal for Shortridge Magnet High School for Law & Public Policy (6-12), Mr. Stanley Law, was selected by the superintendent based on his instructional leadership and excellence in the area of instructional supervision and evaluation.

Mr. Law has been a secondary administrator for nine (9) years and has earned recognition for his ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the instructional conversation in order to move their instruction to a level that has increased student achievement.

Mr. Laws has demonstrated in each of his administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of his school. In January of 2012, he began the transition into his new role as the transformation principal at Shortridge Magnet High School.

Pre-Implementation

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

Action: The pre implementation activities include the following: 1.) meet with current staff and give overview of the SIG process and expectations as a SIG school, 2.) meet with parents to inform them of the SIG opportunity,

Timeline: May 2013 – June 2013

Budget: (see attached)

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 2013-2014 school year.	X	

Restart Model

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

School Closure

- We will implement this model. We will not implement this model – do not complete.

5. Annual Goals for Priority Schools for Accountability

Instructions:

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

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

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
Graduation Rate: 2013 is the 1st graduating class in 32 years	70% of students will graduate from high school	75% of students will graduate from high school	80% of students will graduate from high school
ECA—Eng 10 69.2% Algebra I 50%	70% of students will pass Eng 10 60% Algebra I ECA	75% of students will pass Eng 10 and 70% Algebra I ECA	80% of students will pass Eng 10 75% Algebra I ECA
ISTEP Grades 6 ELA 68.8% Math 87.8%*	80% of students will pass English/Language Arts and Math	85% of students will pass English/Language Arts and Math	87% of students will pass English/Language Arts and Math
ISTEP Grades 7-8 ELA 65%* Math 68.2%	69.8% of students will pass English/Language Arts 75% will pass Math	70% of students will pass English/Language Arts 80% will pass Math	72% of students will pass English/Language Arts 82% will pass Math

II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 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)

Resource/ Intervention	Funding Source
Instructional Leadership Team	SIG
Acuity Predictive Benchmarks	District
Instructional Coaches	SIG
Instructional Interventionists	SIG
Magnet Coordinator	SIG/District
PDSTs	SIG
Dean of Students	SIG
Behavior Specialist	SIG
Graduation Coach	SIG

Recruitment of teaching staff	SIG
Project Manager	SIG
Technology Assistant	SIG
Technology Support: student laptops, graphing calculators, etc.	SIG, Technology Grant
Professional Development: monies for summer PD, after school...	District, Title I, Title 2A
IPS Data Warehouse	District
External Provider: Scholastic Achievement Partners, TNTP, Cultural Competency Consultant	SIG
District Turnaround Office	Title 2A
K-12 Curriculum Support (facilitators)	District, Title I Title 2A
Intersession Coordinator/Staff	SIG
Summer School Coordinator/Staff	SIG
Summer Retreat (PD)	SIG, Title I, Title 2A
Curriculum Development Stipends	SIG
Interventionists (certified teachers)	SIG
Teacher Leader Incentives & Compensation for Extended Time Learning	SIG
Student Incentives	SIG
Transportation:Buses for Extended Learning Time	Title I/ SIG

Attachment A: LEA Budget Capacity Scoring Rubric

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

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<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 			
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<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			
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<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • Streamline and scaffold focus aligned to key findings and root causes in SIG application 			
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<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • 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) 			
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • 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 			
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<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none">○ <i>Saturday intervention</i>○ <i>Before or after school enrichment/remediation</i>○ <i>School vacation weeks</i>● <i>Compensation for extended day is identified by the LEA</i>			
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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
<ul style="list-style-type: none"> • 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 <i>specifically and conclusively</i> demonstrated as appropriate. 	<ul style="list-style-type: none"> • 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 <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated 	<ul style="list-style-type: none"> • No completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • <i>Little or no</i> 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 <i>lacking or minimal</i>.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

<p>Exceptional 3 points</p>	<p>Adequate 2 points</p>	<p>Inadequate 1 point</p>
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>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.</p>

(3) Align other resources with the interventions.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>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.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>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.</p> <p>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.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>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.</p> <p>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.</p>

(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
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

(5) Sustain the reforms after the funding period ends.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>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.</p>

Attachment C: Budget

See Attachment in Email

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.*

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

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

Attachment F: Intervention Scoring Rubrics

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.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> 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 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> 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 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>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</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration,</i> 	

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

	program			
	<ul style="list-style-type: none"> LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Rarely provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 operational flexibility	<ul style="list-style-type: none"> ○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school 	<ul style="list-style-type: none"> ○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school 	<ul style="list-style-type: none"> ○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> ○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> ○ <i>Some</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> ○ <i>No</i> supports are described; support appears <i>sporadic</i> 	
	<ul style="list-style-type: none"> ○ Multiple support for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> ○ <i>Some</i> supports for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> ○ Support <i>for both</i> teachers and principals are not in place or transparent 	
	<ul style="list-style-type: none"> ○ Provided by external, <i>experienced leaders</i> in change and in the school model 	<ul style="list-style-type: none"> ○ Provided by <i>external leaders</i> in change with knowledge of the identified school model 	<ul style="list-style-type: none"> ○ Provided by district staff or others <i>without proven track records</i> in school change or the model 	

Total Score _____/66

APPENDICES

The following documents are attached (separately) in support of proposal expectations for Shortridge Magnet High School for Law & Public Policy
Shortridge Magnet High School's **3 year SIG Budget (See Attached Email)**

Letters of Support

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

Resume of Transformation Principal

- ❖ Stanley Law

Resumes of District Leadership and Specialists

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



Indianapolis Public Schools

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

Office of the Superintendent

May 17, 2013

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

Dear Superintendent Ritz:

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

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

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

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

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

Sincerely,

Peggy Hinckley, Ed.D.
Interim Superintendent

<http://www.ips.k12.in.us>

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**BOARD OF SCHOOL COMMISSIONERS
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*Executive Assistant and
Secretary to the Board*

June 3, 2013

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

Dear Superintendent Ritz:

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

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

Superintendent Ritz, my fellow Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at Shortridge High School for Law and Public Policy. Shortridge recently acquired a new principal, and change is already beginning to take shape! Additionally, IPS welcomed new board members in the middle of the 2012-13 school year. The vision of the new board is more autonomy in the schools. Therefore, moving forward in the 2013-2014 school year, Shortridge will have operational flexibility for the new principal in hiring, retaining, transferring and replacing staff. The principal will also have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS Shortridge High School for Law and Public Policy. We are grateful to have this opportunity.

Sincerely,

Diane Arnold, President
Board of School Commissioners

7



**INDIANAPOLIS
EDUCATION
ASSOCIATION**

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

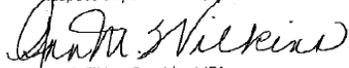
TELEPHONE: (317) 598-8464 ☒ 1-800-638-7739
FAX: (317) 598-8405 ☐ HOTLINE: (317) 598-8488

June 6, 2013

To whom it may concern:

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

Respectfully submitted,


Ann Wilkins, President IEA



STANLEY J. LAW

8803 Birkdale Circle Indianapolis, IN 46234

317-291-0719

slaw319@aol.com

OBJECTIVE: Lead a comprehensive urban education program that prepares students for success in college and life

EDUCATION: **Butler University, EPPSP (19)** December 2001
Masters of Science Major: School Administration and Supervision

Indiana University Purdue University, Indianapolis May 1996
Bachelors of Science Major: Elementary Education (1-6)
Endorsement: General Science (1-9)

EXPERIENCE: **January 2012 – Present** **Shortridge Magnet High School** **Principal**

- Led and coordinated the full integration of the Law and Public Policy Magnet focus with university partners, parents, and community
- Implemented the 8-Step Process intervention program to address student academic weaknesses
- Raised the schools' state grade one letter grade in six months using focused interventions on ELA and math results
- Fostered a civil, safe, focused learning environment where all staff and students can teach and learn
- Generated high level of community and family involvement that supports social, psychological, and academic learning for all students

July 2008 – Present **Broad Ripple High School (9-12)** **Vice Principal**

- Supervise and evaluate core group of teachers in the implementation of school's standards-based instructional program
- Co lead professional development in using data to drive instruction and decision making
- Oversee building level implementation of the discipline and dress code policy in accordance to district expectation
- Redesigned operating procedures for extra curricular and athletic activities
- Sponsor an all male mentoring group with a local chapter of Kappa Alpha Psi fraternity

September 2007 – July 2008 **Shortridge Middle School (7-8), IPS** **Assistant Principal**

- District trainer of teachers in the Framework for Teaching Evaluation System
- Supervised 7th grade core instructional program for magnet and general education
- Implement six-step discipline system to create conducive learning environment

July 2005 – August 2007 **Julian D. Coleman Academy for Boys (4-7), IPS** **Principal**

- Started and lead a college prep, male single-gender academy partnered with KIPP Charter School
- Met the state's achievement level for Adequate Yearly Progress (AYP)
- Increased scores in LA/math by 2.6% on states' annual assessment
- Implemented an assessment and monitoring system to inform, adjust and improve instruction and student achievement in LA / mathematics
- Created and trained teachers in data driven decision-making in math and LA which lead notable gains in district's math assessment
- Lead in the design of a school culture to support high academic, social and behavior expectations

August 2004-May 2005 **Evans Academy for Boys (4-5), IPS** **Principal**

- Developed and lead an all male academy for at-risk males with behavior and academic challenges
 - Designed and monitored instructional program to meet the need for challenged learners
 - Coordinated professional development for teaching in a single-gender setting
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Stanley Law

- Established community partnerships that increased educational and mentoring opportunities for students
- Increased home-school partnership that kept parents informed of academic, social and behavioral progress
- Piloted cutting-edge Brainware Safari software designed to increase students' critical thinking skills

October 2002-June 2004 Forest Manor Middle School (6-8), IPS Assistant Principal

- Oversaw and implemented nationally recognized Peace Builders anti-violence youth program
- Developed school-wide behavior system that reduced suspension rate by 50% in one year
- Involved parents and stakeholders in meaningful, collaborative efforts towards school improvement

June 2004 - April 2006 Indiana Principal Leadership Academy, IDOE Group Facilitator (41)

- Facilitated professional development of 100+ Indiana principals in teaching and learning, communication, leadership and culture
- Planned conferences and trainings with the nations' leaders in education, business and higher learning institutions

August 2000-October 2002 Bridgeport Alternative JH Program Director

- Implemented Math/Language Arts Computer Assisted Instruction using PLATO and Accelerated Reader
- Developed building wide Individualized Student Discipline/Progress Plan
- Co-guided the District's first School Improvement Plan for Bridgeport Alternative Program
- Identified, developed, and delivered staff and professional development on relevant topics
- Sustained effective public relations with the community and utilized community resources to enrich the learning process.

August 1998-June 2000 South Wayne Junior High Biology Teacher

- Created performance assessments that aligned with State Standards
- Fostered active learning with hands-on activities and demonstrations
- Created technology-oriented activities for student-centered learning

August 1996-June 1998 Bridgeport Alternative Program 7-8 Wayne Twp Teacher

- Administered behavior modification program for At-Risk students
- Provided classroom instruction in math and general science
- Developed and implemented English and math curriculum for Summer Jumpstart Program

MILITARY: September 1990 – July 2008 – U.S. Navy Reserve, Retired, Honorable Discharge

COMMITTEES: IPS Supplier Diversity Advisory Council IPS District Dress Code Review Committee
Trainer, New Teacher Evaluation System

HONORS: Outstanding Future Educator Award Military Achievement Award Indiana Sailor of the Year

REFERENCES:

Available upon request

YVONNE RAMBO

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

EDUCATION ADMINISTRATOR

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

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

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

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

PROFESSIONAL EXPERIENCE

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

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

Principal 2002 -2010

- Farrington Middle School and Gambold Middle School
Indianapolis Public Schools, Indianapolis IN
- Develop and administer the general school routine and coordinate all activities within the school community. Led a multi-million dollar renovation project over two years. Observe, counsel, and motivate professional staff toward attaining the educational goals of the District. Evaluate school programs and practices, curriculum content and pilot programs. Maintain an educational philosophy and school climate which encouraged a cooperative and collaborative attitude on the part of faculty, staff, and students. Key accomplishments include:
- Led two low performing middle schools to increased student performance, achieving AYP & PL221 Commendable rating
 - Developed effective instructional intervention programs to meet the needs of all students including ESL, Special Education, and General Education

Assistant Principal 1998-2002

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

YVONNE RAMBO

Math Teacher 1990 - 1998
Broad Ripple HS, Edison Middle School, New Beginnings Alternative School
Indianapolis Public Schools, Indianapolis IN
Taught in the areas of pre-algebra, algebra and geometry. Designed and presented comprehensive lesson plans, which incorporated differentiated instruction and authentic assessment, ensuring that each student was able to retain and understand the standards. Developed practical, relevant and rigorous unit-based projects. Offered after-school tutoring to help struggling students improve their critical thinking and problem solving skills. Key accomplishments included:

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

Math Teacher 1985 - 1990
East Jr. High, District 11
Colorado Springs, CO
Taught 7th, 8th and 9th grade math. Designed differentiated lesson plans for special education and ESL students. Implemented alternative assessments that included problem solving. Sponsored extra-curricular programs including student council and STARS drug prevention program. Participated as faculty liaison on community advisory council and PTO. Key accomplishments included:

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

Assistant Dean of Students 1982 - 1985
Colorado College
Colorado Springs, CO
Assisted the Dean in addressing the developmental needs of students. Developed and implemented guidelines for student conduct and a discipline plan with rules and consequences for student behavior. Provided for enrichment education for students through such activities as extended classroom activities, athletics, student government, etc. Administered fiscal and personnel functions and responsible for facilities management. Key accomplishments included:

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

AWARDS & AFFILIATIONS

National Middle School Association Distinguished Educator of the Year, 2010 – 2011
Lilly Endowment Award Winner
NAACP Member
Indiana Principals' Leadership Academy Graduate and Facilitator
Phi Delta Kappa
National Middle School Association
Indiana Middle Level Education Association Member and State Board Member
Indiana Schools to Watch Applicant/Finalist

EDUCATION

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

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

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

374 Shadow Hill Drive
Greenwood, Indiana 46142

(317) 372-5157
KS5408@comcast.net

Kathleen D. Ducote

Objective

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

Experience

2004- Present Indianapolis Public Schools Indianapolis, IN
Instructional/Data/Curriculum Mapping Coach

Modeled lessons to improve classroom instruction in grades K-8. Compiled school data. Researched information for teachers. Provided professional development for staff members on numerous topics. Supported the district's curriculum mapping initiative.

Served on several committees such as NCA Documentation Committee, Environmental Advisory Committee, Vanguard Team, Interview Committees, PTO Parent Liaison, InSAI Data Committee, Magnet and GT Committee, Curriculum Mapping Tier III Executive Committee and Eighth Grade Parent Committee.

1995- 2004 Indianapolis Public Schools Indianapolis, IN
Teacher

Performed duties of a general education teacher in the second, third, and fourth grades.

Developed daily lesson plans and collaborated with a team of teachers to enforce the curriculum set forth by the district.

Served on numerous committees such as the Partner-In-Education, Technology, Carpe Diem Saturday School, Inclusion Committee, Grade Level Team Leader, Gifted and Talented, Curriculum, Monitoring Student Progress, and North Central Accreditation. Also, I am a certified Mentor Teacher through ITEAM.

1995-1995 Indianapolis Public Schools Indianapolis, IN
Chapter 1 Assistant

Assisted kindergarten and fourth graders in math and reading remediation.

Developed daily lesson plans to supplement the teacher-directed instruction.

1994-1995 Indianapolis Public Schools Indianapolis, IN
Substitute Teacher

Instructed students in all grade levels when their regular classroom teacher was unavailable.

1989-1995 Sunsations Sunglass Company Indianapolis, IN
Administrative Assistant

Assisted executive in the daily procedures of second-largest retail sunglass distributor in the United States.

Organized activities for 300+ retail stores.

Interacted with both consumers and organizational staff.

Education

1989-1991 Manchester College North Manchester, IN

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

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

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

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

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

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

Additional References available upon request.

Patricia Elff

Educational Background/Professional Development

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

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

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

 - IV. Workshops Attended**
 - 1. TESA - Teacher Expectations Student Achievement (10/84 - 2/85)
 - 2. 4-Mat Learning
 - 3. Assertive Discipline
 - 4. Project Charlie Drug Classes
 - 5. Gang Awareness with the Metro Gang Task Force
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6. Sex Desegregation (1979)
7. Grant Proposal Writing (2/92)
8. Leap Summer Conference (8/90, 8/91)
9. Summer Leadership Conference (8/16/90 - 8/17/90)
10. Site Based Management/Shared Decision Making
11. Cooperative Learning and Whole Language Reading w/LD Students (1/91)
12. Summer School Art Program (to teach summer school 4/86)
13. Summer School Curriculum (6/86)
14. Summer School Special Education Curriculum (5/93)
15. Inclusion Model (10/93)
16. Middle School Training Classes (92, 93)
17. Cincinnati Middle School Conference (94)
18. Middle School Visitation - Chauncey Rose/Terre Haute (93)
19. Farrington Middle School Yearly Planning Retreats (93-96, 02-06)
20. Gambold Middle School Yearly Planning Retreats (97-01, 06-08)
21. Howe Community High School Yearly Planning Retreats (08-11)
22. Co-Teaching (93- numerous others)
23. Conflict Resolution (supported by Pacers) (95)
24. Computer Technology (98/99))
25. NUA (98, 99, 00)
26. Summer Intensive (99)
27. IPS Leadership Academy (00, 01, 02)
28. Vanguard II (03)
29. Larry Bell "Closing the Achievement Gap" Kentucky (3/03)
30. READ 180 (04, 05, 06)
31. ETS /FOS (06)
32. TESA Trainer/ Coordinator (06)
33. Instructional Coaching (08)
34. 6+1 Traits (08)
35. Differentiated Instruction (08)
36. Acuity (08)
37. Springboard (08-11)
38. ISTART7 (08)
39. 6 Step Discipline (08)
40. Curriculum Mapping (08-11)
41. New Evaluation Format/Timeline (08)
42. School Improvement Teaming (09)
43. eSchool (09)
44. Electronic Lesson Plans (09)
45. RTI (09)
46. Test Coordinator for ISTEP+ (10, 11)
47. Online Sessions I.II.III (10)
48. SMART Goals (10)
49. Podcasting (10)
50. Literacy Across the Curriculum (10)
51. Differentiated Instruction (SDE) Conference ~ summer (10)
52. iPod Usage in the classroom (11)

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

V. Committees Served

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

VI. Clubs Sponsored

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

VII. Other

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

(99-00) Gambold Middle School

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

VIII. Grant Writing

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