



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

MEMORANDUM

July 9, 2010

Dr. Eugene White
120 East Walnut Street
Indianapolis, IN 46204-1389

Dear Dr. Eugene White:

Thank you for your recent application for a 1003(g) School Improvement Grant under the ESEA. This application process is rigorous, and John Marshall High School has the distinction of being one of the awardees selected in this round of applications. We commend you and your staff on your hard work thus far in the application process, and we look forward to the substantial impact this grant will have on this school, its staff, and most importantly the students.

In accordance with your application, you are being awarded \$1,916,765.00 for the first year of this grant. Like other Title I monies, the Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from the Title I Basic and ARRA Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I basic Grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded each school must be spent on improvement initiatives at that particular school. The CFDA number for these funds is #84.388A.

Again, congratulations on your award. We look forward to the achievements that your students reap as a result of your initiative and dedication to the substantial changes you are making at John Marshall High School. Please feel free to contact our office at 317/232-0540 if you have any questions.

Sincerely,

Lee Ann Kwiatkowski
Office of Title I
Indiana Department of Education

cc: Li-Yen Johnson, Associate Superintendent
Minetta Richardson, Title I Program Administrator

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

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

School Corporation: Indianapolis Public Schools

Number: 5385

School Name: John Marshall Community High School

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

- | | |
|--|----------------------------------|
| <input checked="" type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
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A. LEA Analysis of School Needs

➤ *Instructions:*

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

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

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

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

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	69%	78	Medium	
Black	68.2%	60	Medium/Low-comparable to state level performance	
Free Lunch	68%	51	Medium	
Special Ed	94.4%	34	High-well below state performance	

Mathematics

Overall	68.1%	77	Medium	
Black	67.4%	60	Medium/Low-comparable to state level performance	
Free Lunch	67.5%	51	Medium	
Special Ed	91.9%	33	High-well below state performance	

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

Not appropriate example: Students from Mexico aren't doing well in school."

Appropriate example: "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."

Appropriate example: "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."

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."

ORIGINAL FINDINGS:

John Marshall has not yet had a graduating class since changing from a middle school to a community high school in 2008-09. However, over the past three years the school has seen an improvement in attendance going from 92.2% attendance in 2006-07 to 99.3% in 2008-09.

The only End of Course Assessment (ECA) results available for John Marshall are Algebra I from 2008-09. Only 8% of the John Marshall students passed this test while at the state level 41% passed.

ISTEP+ results have consistently fallen below state averages in English language arts and mathematics both overall as well as in each of the demographic categories of African American, free and reduced lunch, and special education.

Overall Grade 7 ISTEP+ results from 2006-07 to 2008-09 have decreased in English language arts going from 41% to 32% to 23% passing, while the state level results have been more stable with 68%, 70%, and 69% passing across the same years. Students generally performed as well or higher across the same years with results of 39%, 52%, and 45% passing, though these results are still much lower than the state results which showed an increase across the same years going from 77% to 79% to 81% passing.

Grade 7 ISTEP+ results for the African American population was much the same as the overall results given the high percentage of African American students enrolled. These results were 41%, 32%, and 25% in English language arts and 37%, 53%, and 43% passing in mathematics. State level results for African American students were lower than those of the overall population; however, they still were generally, and sometimes considerably, higher than those of the John Marshall students over the same years. The state level results showed 45%, 49%, and 48% passing in English language arts and 54%, 58%, and 62% passing in mathematics.

Grade 7 ISTEP+ results for free and reduced lunch students from 2006-07 to 2008-09, again, was very similar to the overall results given the high population of free and reduced lunch students enrolled. These results were as follows: 41%, 31%, and 23% passing for English language arts and 41%, 51%, and 46% passing in mathematics

ORIGINAL FINDINGS:

The level of instruction, engagement, and rigor was inconsistent across content areas. Consistent pacing guides were developed for Language Arts, Math, Social Studies, and Science this year. Administrators and teachers need additional training and support to implement and monitor pacing.

A consistent scheduling process to support targeted programming for students and teacher collaboration needs to be strengthened. Counselors and scheduling personnel have received minimum training and support.

Professional development to enhance co-teaching for both regular education teachers and special education teachers has been inconsistent. Co-teaching continuum identifying the effectiveness of co-teaching is at the beginning stage. Teachers and administrators have not been fully trained. Accountability of co-teaching has not been fully established.

An overall lack of rigor and authentic engagement is evident across the district. The evaluation process to assess administrator's capacity to impact instruction demonstrates that the required level of fidelity is missing. Most of our administrators received minimum training.

respectively. Across the state free and reduced lunch students performed lower than the overall population, however, they still outperformed the students at John Marshall. The state level results were thus 52%, 56%, and 55% passing in English language arts and 64%, 67%, and 70% passing in mathematics.

Grade 7 ISTEP+ results for special education students from 2006-07 to 2008-09 were poor across the three years and considerably lower than the state level results. In English language arts, John Marshall special education students averaged 13%, 5%, and 5% passing while at the state level special education students averaged 25%, 27%, and 27% passing. In mathematics John Marshall students fared relatively better, however, still performed lower than the state level with 16%, 33%, and 20% passing as compared to state results of 42%, 43%, and 47% passing across the same years.

Overall Grade 8 ISTEP+ results from 2006-07 to 2008-09 have fluctuated in English Language arts going from 28% to 41% to 35% passing. In mathematics students performed similarly, with results of 31%, 42%, and 42% passing respectively. State level results were considerably higher with 67%, 69%, and 68% passing in English language arts and 71%, 74%, and 74% passing in mathematics across the same years.

Grade 8 ISTEP+ results for African American students were very similar to those at the overall level given the high population of African American students enrolled. These results were as follows: 28%, 42%, and 36% passing in English language arts and 28%, 42%, and 44% passing in mathematics. Just like at Grade 7, state level results for Grade 8 African American students are considerably lower than the overall results for the state, however, they not only remain higher than the results of John Marshall students, but also show an increase in performance across the same three years. The state level results from 2006-07 to 2008-09 are as follows: 43%, 46%, and 47% passing in English language arts and 43%, 47%, and 49% passing in mathematics.

Grade 8 ISTEP+ results for free and reduced lunch students at John Marshall were very similar to those at the overall level given the high population of free and reduced lunch students enrolled. These results were as follows: 28%, 42%, and 32% passing English language arts and 31%, 42%, and

39% passing mathematics. At the state level, students averaged higher scores than those at John Marshall, however, these too were considerably lower than the overall state population scores. The state results were as follows: 51%, 54%, and 52% passing in English language arts and 54%, 69%, and 61% passing in mathematics respectively across the years 2006-07 to 2008-09.

Grade 8 ISTEP+ results for special education students at John Marshall were generally similar to those found at Grade 7, with a couple of exceptions being student performance over the past two years in English language arts and mathematics. Here, students performed much higher than their Grade 7 counterparts, and were closer to the comparable state level averages. The John Marshall Grade 8 special education results were as follows: 7%, 23%, and 18% passing English language arts and 13%, 37%, and 21% passing mathematics. The state level results over the same years are as follows: 24%, 27%, and 24% passing English language arts and 33%, 37%, and 36% passing mathematics.

REVISED FINDINGS:

STUDENT ACHIEVEMENT

Overall ISTEP+ results—in both **E/LA and Math**--reveal unacceptably low passing rates, with **nearly 70 percent** of students **failing** (at similar rates among the Black, Free Lunch and Overall student groups.) The most disturbing performance levels appear for **students with disabilities**, where well-over 90 percent of the **34 tested students** failed.

Grade 7 Analysis

ISTEP+ Grade 7	English/LA Passing			Spring
	2006-07	2007-08	2008-09	2009
Overall	41%	32%	23%	21%
Black	41%	32%	25%	24%
Free Lunch	41%	31%	23%	19%
SpEd	13%	5%	5%	5%
State Avg	68%	70%	69%	67%

E/LA scores have **progressively declined** over the past four years with **less than one-fourth** of tested students **passing**. Proficiency rates are well-

REVISED FINDINGS:

In the absence of **curriculum pacing guides**, proficiencies were inadequately taught by classroom teachers. The level of instruction, engagement and rigor has been inconsistent across content areas. A **uniform Instructional Cycle** (curriculum pacing), aligned to State academic standards, recently became available. Administrators and teachers need **additional training** to support its effective use.

Lack of **formative assessments** meant that there was no accountability for ascertaining students' progress across the school year. Systematic **formative assessments** to measure students' growth are now readily available, but teachers are **not using** these results **to adjust instruction** and **provide necessary student support** based on data results. **Insufficient training** opportunities have been provided.

below State averages. Similar performance among student groups, with **dramatically lower** results for **students with disabilities**.

ISTEP+	Math Passing			Spring 2009
	2006-07	2007-08	2008-09	
Grade 7 Overall	39%	52%	45%	22%
Black	37%	53%	43%	21%
Free Lunch	41%	51%	46%	21%
SpEd	16%	33%	20%	2%
State Avg	77%	79%	81%	69%

Math scores—while *significantly higher than E/LA results* for 2008-09—have **dropped** to the **much lower** levels of performance in E/LA. Again, students with disabilities were not adequately prepared.

Grade 8 Analysis

ISTEP+	English/LA Passing			Spring 2009
	2006-07	2007-08	2008-09	
Grade 8 Overall	28%	41%	35%	24%
Black	28%	42%	36%	25%
Free Lunch	28%	42%	32%	24%
SpEd	7%	23%	18%	0%
State Avg	67%	69%	68%	65%

After a two-year pattern of higher E/LA results in Grade 8 than in Grade 7, **performance** on spring 2009 ISTEP resulted in the lowest level of achievement over the past four years. Abysmal result for students with disabilities.

ISTEP+	Math Passing			Spring 2009
	2006-07	2007-08	2008-09	
Grade 8 Overall	31%	42%	42%	25%
Black	28%	42%	44%	26%
Free Lunch	31%	42%	39%	23%
SpEd	13%	37%	21%	6%
State Avg	71%	74%	74%	67%

Math performance is similar to Grade 7, with notable lower trend data among **students of poverty**. In general, achievement was stable from prior year performance—with the exception of a significance drop among **students with disabilities**, but spring 2009 results dropped dramatically—slightly higher than Grade 7.

The **lower level of rigor in classroom work** fails to adequately prepare students for the ISTEP+.

Students' specific areas of need were not systematically identified and, thereby, not addressed via **adjusted instructional strategies, differentiated approaches, or targeted intervention support**.

Teachers are not proficient in providing **differentiated instruction** to meet the diverse levels of students' needs within the school. Training opportunities have been limited—and optional.

Professional development to enhance **co-teaching** for both **regular and special education teachers** has been **inconsistent**. Co-teaching continuum to support effective co-teaching is at its beginning stage. Teachers and administrators have not been fully-trained; accountability of co-teaching has not been fully established. Teachers are ineffective in teaching students with disabilities.

Students' ability to comprehend the complex text of high school core content is limited by their **poor comprehension strategies**. Teachers are not adequately addressing these needs, and generally not engaging and challenging students to use **effective strategies that deepen students' understanding**. Lecture-style, teacher-led instruction is the norm. **School leadership has not intervened**.

Extensive student literacy deficiencies cannot be adequately addressed in a single content area (i.e., English). There has been **no expectation for literacy support across content areas** – and little to no training or resources to enable such work.

A **consistent scheduling process** to

Grades 9-10 ECA Analysis

As a former middle school emerging to a high school, **End of Course** results for John Marshall were first available from the 2009-10 school year.

Algebra I End of Course Assessment					
	John Marshall Community HS			State Average	
	# students tested	Avg. scale score	% pass	Avg. scale score	% pass
2007	NA	NA	NA	517	29%
2008	NA	NA	NA	527	34%
2009	63	356	8.0%	524	41%
2010	<i>Spring 2010 ECA to be released August 2010</i>				

Given that the Algebra I **ECA** now serves as one of Indiana’s *gateway graduation courses*, proficiency results are **alarmingly low**, and dramatically-lower than Statewide average results.

support targeted programming for student and teacher collaboration must be strengthened. **Training and support** between counselors and scheduling personnel is **lacking**—as was **administrative oversight**.

Building **leadership** has been **inadequately prepared** to lead instruction and monitor its effectiveness, resulting in poor accountability and overall lack of rigor or authentic student engagement in learning.

Because there are fewer than 30 limited English proficient students, ISTEP results do not reveal needs among this population. There has been insufficient support and oversight for ELL students at John Marshall. Past practices revealed **limited**—if any—**inclusion of non-English-speaking students in traditional coursework**. New leadership placed students in inclusion classrooms -- with the support of community volunteers to translate. Training to support teachers’ effective classroom instruction is needed.

Practices to monitor teacher effectiveness have been **ineffective** in identifying those who are not willing or not capable of meeting students’ needs and then taking corrective action to address those deficiencies.

Veteran teachers are evaluated in 4-year cycles within the IPS district. Evaluations have provided **no clear differentiation among staff** to distinguish those who are most effective and to identify poor performance. **Timeframes and required steps to document and address** unacceptable performance **causes missed opportunities** for taking corrective action.

Student Leading Indicators

➤ **Instructions:**

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

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	64,800	64,800
2. Dropout rate*	Dropouts: 0 Enrollment: 425 Rate: 09	Dropouts: 0 Enrollment: 659 Rate: 09
3. Student attendance rate*	92.5%	99.3%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A=John Marshall had no high school student in 2007-2008	N/A=John Marshall had no high school student in 2008-2009
5. Discipline incidents*	452	2519
6. Truants*	6	48
7. Distribution of teachers by performance level on LEA’s teacher evaluation system	2009-2010 DATA: 7 Summative Evaluation: Domain 2 (classroom mgt) -1 unsatisfactory -2 basics -4 proficient’s Domain 3 (instruction) -1 unsatisfactory -1 basic -5 proficient’s	
8. Teacher attendance rate	639 teacher absent days	1032 teacher absent days

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “ Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “ Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms.”</p>
<p>ORIGINAL FINDINGS:</p> <p>Truants increased from 6 in 2007-2008 to 48 in 2008-2009.</p> <p>Days of teacher absences increased from 639 in 2007-2008 to 1032 in 2008-2009 (almost a 62% increase).</p>	<p>ORIGINAL FINDINGS:</p> <p>The culture and community of the building was in constant flux over a two-year period. Principals were changing as well as an increase in crime in the nearby neighborhoods.</p> <p>There is a lack of rigor of course selection for students taking the ACT/SAT. There is also a lack of rigorous instruction within college-prep courses.</p> <p>The rigor of instruction does not prepare students for the ISTEP. Academic support is not sufficient to meet individual student needs.</p> <p>Students are enrolled in courses for which they are not adequately prepared.</p> <p>The level of rigor of instruction at John Marshall does not compare with the level of instruction within the state.</p> <p>There is inadequate preparation for Algebra in the upper elementary grades and in middle schools.</p> <p>There is evidence that instructional effectiveness is increasing. Intentional professional development is needed for growth to continue.</p> <p>Intensity of instruction needs to be more consistent.</p>
<p>REVISED FINDINGS:</p>	<p>REVISED FINDINGS:</p>
<p>Discipline incidents exploded—more than five times the rate of 452 in 2007-08 up to 2,519 in 2008-09—with truancy rates rising from 6 to 48.</p>	<p>Over the past two years, John Marshall has had four different principals. Master schedules were changed more than four times,</p>

Teacher absences increased 61 percent over this same period, from 639 in 2007-08 to 1,032 in 2008-09.

John Marshall has not yet had a graduating class, since changing from a middle school to a community high school in 2008-09. **Graduation rates will be determined** for its **first cohort group** at the close of the **2011-12 school year**.

Dismal performance rates (along with disaggregated data) on the **Algebra I End of Course Assessment**, however, forecast the need to take immediate corrective action.

Algebra I End of Course Assessment					
	John Marshall Community HS			State Average	
	# students tested	Avg. scale score	% pass	Avg. scale score	% pass
2007	NA	NA	NA	517	29%
2008	NA	NA	NA	527	34%
2009	63	356	8.0%	524	41%
2010	<i>Spring 2010 ECA to be released August 2010</i>				

Disaggregated Algebra I End of Course Assessment					
Skill Performance Levels: John Marshall Community HS					
	Linear Equations and Inequalities	Sketching & Interpreting Graphs	Systems of Linear Equations	Polynomials	Quadratic Equations
Spr 2007	NA	NA	NA	NA	NA
Spr 2008	NA	NA	NA	NA	NA
Spr 2009	23%	40%	29%	43%	28%

as the school attempted to implement a year round corrective action calendar in 2008-09. **Lack of** school structure (established and implemented **routines and procedures**), poor expression of **expectations** and inconsistent **consequences** all contributed to low teacher morale.

Disaggregated ECA results point to skill areas of greatest weakness—suggesting the need to re-examine **instructional gaps** within the curriculum provided.

Students taking the AC/SAT assessments had not been appropriately counseled for enrollment in more advanced coursework.

Lack of rigor permeates classroom instruction, deeming it insufficient to appropriately prepare students.

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

➤ **Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.				X X X X X	1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.		X X	X X X	X X X X	1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

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

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X	X	X	1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students; we don't really get into the students' different cultures. "</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example "</i> We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p>
<p>ORIGINAL FINDINGS:</p> <p>"We need more professional development to hold teachers accountable for instructional/curricular downfalls."</p>	<p>ORIGINAL FINDINGS:</p> <p>"We don't know how to align our curriculum with student engagement needs. Professional development of differentiation of instruction needs to be provided to all staff. "</p> <p>"Data evaluation at the school level needs to be more of a priority. A leadership data team needs to be formed so that real-time data is the focus."</p>
<p>REVISED FINDINGS:</p> <p>Survey findings reflect very positive ratings regarding the visibility and authority of the new turnaround principal.</p> <p>Collection and presentation of performance data are strong, thus enabling the principal and</p>	<p>REVISED FINDINGS:</p> <p>There is too much whole-class teaching without differentiating instruction to meet individual needs. Generally, teaching is to the whole class and students confirm that, "we all do the same work," and in some cases "just sit and wait for other students to catch up."</p>

<p>teachers to visualize how students are progressing. Teachers, however, have not made good use of the data to adjust instructional practices to better meet identified student needs.</p> <p>Ratings for best practices in Professional Development reveal less strength (with 50 percent of the items identified as weaker). Trainings for increasing staff's knowledge and skills in instructing English language learners and students with disabilities is lacking.</p>	<p>Continuous opportunities for staff to plan together and share effective strategies and techniques are warranted.</p> <p>Teachers' feedback to students' work is inconsistent; making it difficult for students to determine what constitutes high quality work—and what they must do to produce it.</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
<i>Required Elements</i>	<i>Required Elements</i>
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
Provide appropriate social-emotional and community-oriented services and supports for students.	

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

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

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

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

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

Intervention model selected **Turnaround Model**

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

ORIGINAL FINDINGS:

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

REVISED FINDINGS:

Turnaround Model Description

Through the resources provided under the SIG grant, Indianapolis Public Schools (IPS) will move into Phase I of a multi-year plan to turnaround its persistently lowest-achieving schools, beginning in 2010-11 with George Washington Community High School (7-12) and John Marshall Community High School (7-11).

George Washington is a long-established community high school. John Marshall, a former middle school, is emerging into a community high school, adding Grade 11 students for the first time next school year. Both schools have poverty rates among the highest in Indiana (92 percent and 93 percent), diverse student populations and *unacceptable* levels of student achievement.

While there are differences between them, **key findings** evolving from the *Analysis of Student and School Data*, *Student Leading Indicators*, *Self-Assessment of Practices in High-Performing Schools*, and *Cambridge Quality Review Reports* point to striking similarities. This is not surprising, given that key **root causes** contributing to poor performance are often influenced by district policies and practices.

Using these findings, a single turnaround model is proposed for both schools. Elements of the plan will be identical across schools, but as evidenced most particularly in *Leading Indicator* and *Self-Assessment* findings, unique school-specific needs will drive targeted support from the External Provider and central office personnel within IPS. An important benefit of the single plan will be increased capacity of district leadership to support common goals, new initiatives and cross-building trainings.

CROSS-CUTTING KEY FINDINGS

- As was evidenced in the *Analysis of School and Student Data* section, performance among subgroups not making AYP is disturbing. Summary statements reflect data findings from the spring 2009 ISTEP+ assessment:
In the more-established, higher-performing turnaround school, George Washington, grades 7 and 8 proficiency rates (across both E/LA and mathematics) ranged from 4 percent (SpEd/E/LA) to 48% (White/math).
At John Marshall, proficiency rates for grades 7 and 8 ranged from 0 percent (SpEd/ELA) to 26 percent (Black/math).
- Spring 2009 ISTEP+ results for all students (Overall) tested in E/LA and Mathematics put George Washington's pass rate at 30.1 percent, with John Marshall's at 20.4 percent.
- While disaggregated middle school results can—and should—inform instruction, the overarching goal (at a minimum) is high school graduation. George Washington Community School's 2009 graduation rate was 47 percent, with less than half of its students ready for college or career. Although this could have represented meaningful growth in the school's graduation rate, it did not. In 2008, 49.3 (nearly 50 percent) graduated.

It is important to note, however, that **100 percent** of George Washington Community School's **2009 graduates** were **accepted into post-secondary education**, up from 80 percent in 2006. This was due, in no small measure, to the comprehensive support of its **52 Community Partners**.

- John Marshall Community High School does not yet have a graduation rate, since its first grade 12 cohort graduates in 2012. Students' performance on the 2009 Algebra I End of Course Assessment, however, tells the story of challenges to come. Marshall's percentage of

students passing ECA was at 8 percent, with Washington's rate at 10 percent. The State average was 41 percent.

Key Findings Contributing to Achievement

- In the absence of **curriculum pacing guides**, proficiencies were inadequately covered and taught by classroom teachers. The level of instruction, engagement and rigor has been inconsistent across grade levels and content areas. A **uniform Instructional Cycle** (curriculum pacing), aligned to State academic standards, recently became available. Administrators and teachers need **additional training** to support its effective use.
- Lack of formative high school assessments meant that there was no accountability for ascertaining students' progress across the school year. Systematic **formative assessments** to measure students' growth are now readily available, but teachers are **not using** these results **to adjust instruction** and **provide necessary student support** based on data results. **Insufficient training** opportunities have been provided.
- **Low levels of rigor** in classroom instruction fail to adequately prepare students for the ISTEP+ and End of Course Assessments, high school graduation, and post-secondary opportunities. Poor student **counseling**, coupled with poor classroom **instruction**, tell the story of low achievement in advanced classes and low performance on college entrance tests. Near-constant **teacher turnover of faculty trained** for such specialized instruction contributed to the decline.
- Students' **specific needs** are **not systematically-identified** and, thereby, not **addressed** through adjusted instructional strategies, differentiated approaches, or targeted intervention support.
- Teachers are not proficient in providing **differentiated instruction** to meet the diverse levels of students' needs within the turnaround schools. Training opportunities have been limited—and optional.
- Efforts to enhance co-teaching for both regular and special education teachers have been inconsistent—at best. Teachers and administrators have not been fully-trained, nor has accountability of co-teaching been fully-established. Performance data reveals that **teachers are ineffective** at meeting the needs of **students with disabilities**.
- **Practices to monitor teacher effectiveness** have been **ineffective** in identifying those teachers who are not willing or not capable of meeting students' needs; actions had not been taken to address deficiencies.
- Veteran teachers are evaluated in 4-year cycles within the IPS district. Evaluations have resulted in **no clear differentiation among staff** to distinguish those who are most effective and to identify poor performance. **Timeframes** and **required steps to document and address** unacceptable performance **caused missed opportunities** for taking corrective action.

- Students' ability to comprehend the complex text of high school core content is limited by their **poor comprehension strategies**. Too many teachers are not adequately addressing these needs, and generally not engaging and challenging students to use **effective strategies that deepen students' understanding**. Lecture-style, teacher-led instruction is the norm. **School leadership had not intervened**.

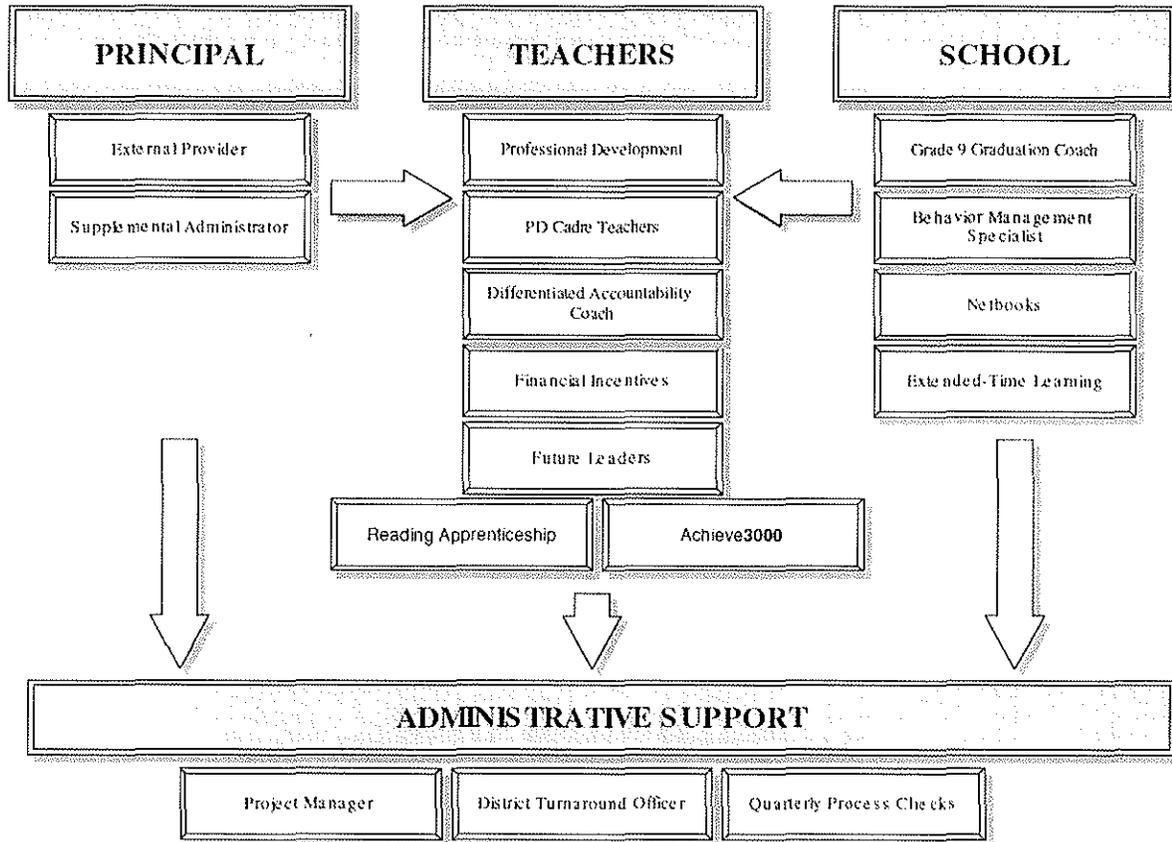
Extensive student literacy deficiencies cannot be adequately addressed in a single content area (i.e., English). There has been **no expectation for literacy support across content areas** – and little to no training or resources to enable such work.

- **Early warning systems** to identify students at highest-risk of not graduating were either not used—or insufficient, for ensuring that appropriate interventions, addressing **non-academic barriers**, were in place (e.g., attendance, social and emotional needs, monitoring credit accumulation, providing credit recovery support). No one is monitoring **credit accumulation** for all students.
- Counselors and scheduling personnel have received minimal levels of training to support their efforts in **targeting programming** for students.
- **Professional development** is provided (e.g., using effective questioning techniques) to support teachers' use of more effective instructional strategies. **Systematic monitoring** to ascertain staffs' implementation of new strategies does not occur; ineffective practices continue.
- Skyrocketing **discipline increases** correlate with (a) the implementation of the **6-Step Discipline Process** (with an electronic component for better tracking); and (b) enforcement of a student **dress code**. While the electronic process assisted with the filing of disciplinary actions, implementation of the new dress code intensified the need for such filings and the numbers of discipline referrals illustrate the situation. Even so, as neighborhood crime rates escalate (particularly near John Marshall) **behavior management** remains a real concern.

ELEMENTS of the TURNAROUND MODEL

The following *Graphic Overview* paints a broad picture of the turnaround strategies that will be used to support reform efforts at George Washington Community High School and John Marshall Community High School. The *Overview* introduces the proposed SIG grant-funded resources and interventions that are **research-based, aligned with our key findings** and will support each school's turnaround principal, its teachers and its school culture and community. More detailed descriptors follow the graphic.

Indianapolis Public Schools Turnaround Strategies Supported through Grant Funding



LINKING TURNAROUND EFFORTS to IDENTIFIED NEEDS

Principal Support

The principal will be supported by the district through a direct-report to the Associate Superintendent, thus enabling relief from the traditional organizational structures that exist in the nation's largest and most-complex educational systems. When barriers to accomplishing needed reform are encountered, the Associate Superintendent will intervene to clear those obstacles.

SIG grant funding will provide **two critical partners**, in support of the turnaround principal's leadership:

- A turn-around **External Provider**, with a proven history of having led successful school reform in a high-need, low-performing school, will serve as the principal's closest advisor. This experienced, expert provider will guide, influence and support the principal through the

countless, complex challenges that hamper efforts to dramatically increase student achievement and graduation rates.

The selection of this external provider is one of the most important decisions made by the district. The principal's ability to change the culture, practices and achievement levels of students, in extraordinarily demanding environments, will take courage, conviction and the willingness to think and act differently. Our selected external provider, **SchoolWorks**, has the expertise, the resources and the record of successfully providing that leadership.

Section D, Question 2 of the grant application provides more detailed information about the provider.

- In *any* school, the most important thing a principal can do is to ensure that its teachers are fully-capable and fully-willing to do whatever it takes to influence student achievement. In a turnaround school, this becomes a *critical need*.

George Washington and John Marshall Community Schools will *annually* evaluate all instructional staff, using a new *performance-driven* tool. Those performing at the highest levels will be financially-rewarded. Those who are capable and willing, but struggling, will be supported. And those who are demonstrating levels of ineffectiveness will be removed, with the support of the district's Associate Superintendent.

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

Teacher Support

Triangulated **key findings** from our examination of student needs revealed significant **teacher deficiencies** in adequately preparing students to master Indiana academic standards. A **root cause** was the lack of a uniform accountability system for what would be taught (by all teachers), how students' progress in attaining required skills across the school year would be monitored, and what would be done to adjust instruction as student needs were identified.

Beginning in the 2010-11 school year, all content teachers in the turnaround schools will be accountable for:

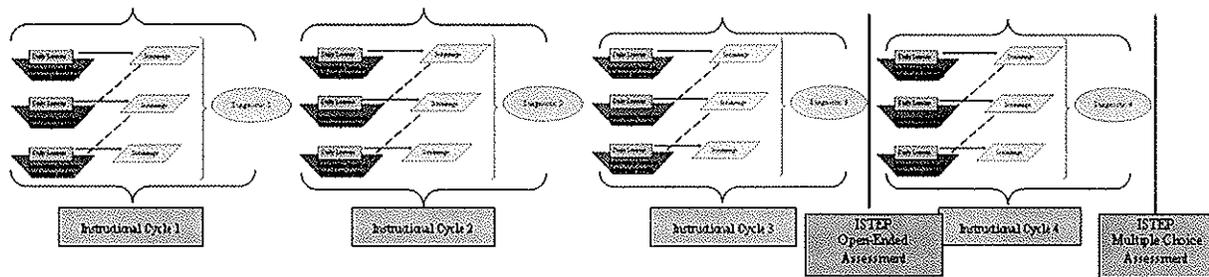
- (a) Using new **Instructional Calendars** (pacing guides) to focus instruction on identified Indiana Academic Standards;
- (b) Administering uniform 3-week **formative assessments** (*Scrimmages*) and quarterly assessments (*Diagnostics/Benchmarks*);

(c) Using formative assessment results to **adjust instruction** and **provide targeted interventions** (including the supplemental use of Achieve3000 differentiated lessons, and referring students to new extended-time opportunities at the High School’s Learning Center; and

(d) Participating in **professional development** trainings to increase instructional competencies and to effectively use data to inform classroom practices.

- Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing) covering four *Instructional Cycles* across the school year.
- Within Cycle 1 (the first 9-weeks of the school year), identified standards will be taught with *Scrimmage* assessments administered every three weeks. Daily lessons prepare students for the 3-week *Scrimmage* tests.
- *Scrimmage* is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers).
- Disaggregated results are back to teachers within two days. *Scrimmage* data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills.
- Re-teaching occurs (including the use of Achieve3000 differentiated lessons on the students’ Netbooks. Achieve3000 lessons are aligned to Indiana academic standards).
- Within an Instructional Cycle (9-weeks), three *Scrimmage* assessments prepare students for quarterly *Diagnostic* (Benchmark) Assessments. These diagnostic assessments gauge students’ progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught standards. The following illustration shows the Four Instructional Cycles across the school year.



SIG funding will support teachers at multiple levels to ensure that they have the skills and the tools needed to dramatically increase student achievement.

PD Cadre Teachers:

A particular strength of the turnaround strategy is the involvement of SIG-funded Cadre Teachers. The Cadre Teachers are certified, district reserve teachers who are experienced and well-regarded professionals. They understand building routines and procedures and can ensure that learning continues while classroom teachers are away from their students. Each turnaround principal will have **four full-time Cadre Teachers**, to allow teachers release time from classrooms (generally in one-hour increments) for **job-embedded professional development**.

Differentiated Accountability Coach

As a Turnaround Model high school, a new AYP status baseline is established—thus rendering the school ineligible for supplementary Differentiated Accountability school improvement funds provided under the Title I program. A Differentiated Accountability (DA) Coach was previously funded at the proposed turnaround school, under that initiative.

While Title I school improvement data, literacy and math coaches provide occasional support, they are not routinely in the high school, as they are assigned to multiple buildings. The DA Coach, however, is a full-time professional staff member within the turnaround school.

When told that this position could no longer be funded, conversations with the turnaround principal revealed that the DA Coach is a critical component to the success of initiatives proposed through the SIG grant Turnaround Model. Therefore, SIG grant funding will be used to sustain this position to ensure the continuation of work provided by the DA Coach, including—but not limited to:

- Coordinating all professional development trainings for turnaround teachers
- Providing a monthly PD calendar, with updates on the IPS online site
- Coordinating Scrimmage and Diagnostic testing
- Using formative Scrimmage and Diagnostic test results to conduct data meetings with the turnaround principal and content teachers to interpret results and address data findings (adjust instructional strategies and determine appropriate interventions for students)
- Conducting weekly Professional Learning Communities (PLC) one-hour job-embedded professional development trainings for content-area teacher teams (released from classrooms by Cadre teachers), and for bi-weekly after-school professional development trainings
- Modeling instruction in classrooms (the turnaround principal also models instruction)

Teacher Professional Development:

During Cadre release time, classroom teachers will participate in content area team or grade-level team training. For example, Cadre teachers will cover classrooms while teachers work with the SIG-funded DA Coach to analyze formative assessment results, identify student learning needs, and to determine the best strategies for using the data to adjust and differentiate instruction.

In the past, professional development efforts for instructional staff have been, understandably, *district-driven*. Examples include recent professional development for using uniform

Instructional Cycles (curriculum pacing guides) and relevant formative assessments (three-week *Scrimmages* and quarterly *Diagnostic* benchmark assessments). While district-driven development of this kind is invaluable, needs unique to individual schools (or teachers), have not enjoyed the same level of support. With four full-time Cadre teachers on staff, professional development activities will be occurring daily, involving collaborative work of instructional leaders, the SIG-funded DA Coach, Title I-funded school improvement coaches, and teachers.

Teachers will be able to use Cadre release time for **personal development**—to observe and learn from best practices occurring in other classrooms. The turnaround principal and building administrators conduct daily classroom observations (and provide feedback to teachers); they can readily identify best practices that warrant teacher observation by others.

As the new, annual teacher performance evaluations are conducted by building leadership, struggling teachers will be given opportunities for support to improve their practices. Again, Cadre teachers will enable the release of such teachers—either based upon self-identified needs—or needs targeted by the building leader.

Beyond job-embedded professional development opportunities, other turnaround strategies will require teacher training beyond the school day, week or year. Examples include multi-day, summer training for the implementation of three instructional strategies to improve literacy comprehension across content areas (Reading Apprenticeship) and to provide teachers and students with tools that differentiate instruction (Achieve3000 and Netbook trainings). SIG grant funding will provide teacher-stipends for 15 hours of extended-time training. Saturday Open Lab sessions are also available for teachers needing additional support.

Financial Incentives for Teachers:

Turnaround principals will annually evaluate teachers, differentiating performance across four rating categories.

All **instructional staff in turnaround schools** will be eligible to receive **up to \$5,000 annually** based on performance. The evaluation tool has two components:

- **Part I** of the incentive is based on **student performance** (weighted at **51 percent**).
To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)
- **Part II** of the incentive is based on **teacher proficiencies** (weighted at **49 percent**)
Four domains of performance, based on Charlotte Danielson's **A Framework for Teaching**, 2nd Edition, Evaluate Teachers' Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.

Evaluation ratings **distinguish levels of effectiveness** as: Unsatisfactory, Basic, Proficient, and Distinguished. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.

The principal will complete a *Teacher Incentive Program Post-Evaluation*, for review by the Curriculum & Instructional Accountability Division, to ensure that ratings are appropriately differentiated.

Future Leaders:

Recognizing the importance of, and need for, shared leadership, principals will identify five (5) promising teachers for three years of ongoing, targeted professional growth as future turnaround leaders. These emerging leaders will benefit from **extended-time learning** provided by district and external experts, both inside and outside of the district. The grant will support 40-paid hours, annually, of professional growth. Gaining knowledge and confidence, Future Leaders will **assume leadership roles** within the turnaround school. Our external partner, **SchoolWorks**, will be an integral partner in framing the syllabus and supporting this project.

Reading Apprenticeship:

Students' ability to comprehend the complex text of high school core content is limited by their poor comprehension strategies. Secondary teachers are not adequately addressing these needs, and generally not engaging and challenging students to use effective strategies that deepen students' understanding. Lecture-style, teacher-led instruction is the norm. High school teachers are either unwilling or unprepared to address student's literacy issues and learning suffers—as can be evidenced in achievement performance.

Roughly 18 months ago, the district's K-12 Content Directors (Literacy, Math, Science, and Social Studies) saw the urgency for addressing this need. Using research, they identified the strongest literacy strategies that should be used by all classroom teachers. What evolved was an initiative called **5•5•3•3 District-Wide Strategies**. Here, five comprehension, five vocabulary, three test-taking, and three writing strategies were identified for focus across content areas. Initial work in vocabulary professional development began with English/language arts and mathematics content teachers. As district professional development was provided last year, those strategies were embedded into all professional development sessions, coaching opportunities, and school professional learning community meetings.

Based on the *Key Findings* priorities identified through *Achievement* and *Self-Survey* data analyses within the SIG grant application process, turnaround school leaders believe it is time to broaden the scope of this work. To do that, we will partner with **WestEd Strategic Literacy Initiative**, the developer of the **Reading Apprenticeship** model. Our belief in this approach is reflected in the district's decision to be one of four partners with WestEd in its bid for the highly-competitive i3 Scale-Up grant award (for scaling up this model at the national level). Work with WestEd throughout that application process confirmed that IPS's elements of the **5•5•3•3** initiative were aligned at many levels with the Reading Apprenticeship approach.

For turnaround schools, Reading Apprenticeship training from WestEd will help all content teachers (E/LA, math, social studies and science) support students as motivated, strategic, and critical readers, thinkers, writers, viewers, listeners, and speakers—fulfilling the mission statement of the English Language Arts Department of IPS.

Reading Apprenticeship is not a “program.” Others who have used the model have shown that this research-based **framework**, designed for secondary students at all proficiency levels, can dramatically transform students’ engagement and achievement across all academic disciplines. Drawing on teachers’ untapped expertise as discipline-based readers and on adolescents’ strengths as learners, this approach:

- De-mystifies reading, helping content teachers and students see that reading is complex and that it changes depending on text and purpose of reading;
- Makes teachers’ reading processes and knowledge visible to students and vice versa;
- Helps teachers develop a repertoire of classroom routines for building students’ sophisticated literacy skills into content area learning goals;
- Transfers increasing responsibility to students through routines for text-based social interaction;
- Builds students’ motivation, stamina, and repertoire of strategies for understanding and engaging with challenging academic texts; and
- Accelerates reading and writing proficiency, engagement and fluency.

Across the SIG grant funding period, WestEd will annually provide **3-day summer trainings** for turnaround school content area teachers on the principles of Reading Apprenticeship. Follow-up support will be provided across the school year by the IPS district literacy office coaches and facilitators assigned to the schools on a weekly basis. Support will be collaborative with full-time, site-based Title I-funded literacy and mathematics coaches to ensure that teachers are provided adequate assistance in its implementation.

Achieve3000

An overarching and disturbing **key finding** of our needs analyses centered on the clear evidence of teachers’ inability to appropriately **differentiate instruction** to meet the needs of all learners.

This was particularly true for our highest-need students: those with disabilities and students who have limited English proficiency.

Achieve3000 offers a means to individualize instruction and accelerate academic results to help students learn and practice critical reading comprehension strategies. This web-based literacy solution differentiates reading instruction **based on each student’s Lexile level** (individual reading level). Teaching students one-on-one, at their level, is one the most powerful ways to help them reach their maximum potential. Achieve3000 Solutions are proven effective at increasing comprehension, fluency, writing skills, and vocabulary development across all subject content areas. The web-based assignments are interactive and engaging, providing more time-on-task and more practice—which in turn fosters higher gains.

Achieve3000 will not become the “curriculum” for content classes. It is an intervention tool and cannot interrupt the pacing calendar. A recent study of over 28,000 students (elementary through high school) across 29 states demonstrates conclusively that using Achieve3000 works. When students used the solutions *twice per week*, they made more than *triple* the expected reading

gains over the course of a ten-month school year. These findings were consistent with all students, regardless of grade level.

Here is a brief overview of how it works:

- **Assess:** An online Lexile assessment tool (LevelSet), measures each student's nonfiction reading comprehension for accurate placement in the program, allowing progress to be made immediately.
- **Instruct:** Students receive level-appropriate nonfiction reading and writing assignments via email. All students receiving it read the same content, but the passages and follow-up activities adjust for their unique learning profiles. Writing activities are connected to reading, and all content and assignments are correlated to Indiana state standards. Lessons are provided in a Spanish version.
- **Reassess:** Reassessment of reading levels takes place throughout the school year, ensuring that students are always working within their instructional zone.
- **Report:** *A powerful online reporting package* provides teachers and administrators with *real-time diagnostic data* on student performance 24/7, enabling individualized intervention and remediation.

There is tremendous flexibility in how Achieve3000 may be used to help teachers help students reach higher levels of achievement. Some examples include:

- Achieve3000 may be used for a portion of **any content area** class period or intermittently across the week to provide students more time and practice on expected reading proficiencies (e.g., two times per week for 20 minutes each; once a week in each core content area).
- Achieve3000 will be used as an instructional option during the school's **Extended-Time Learning Center** that will be offered for three hours after-school, Monday through Friday.
- Achieve3000 will be used as an RtI intervention strategy.
- Achieve3000 will be used for targeted instruction for students with disabilities and English language learners.
- Achieve3000 will be used with over/under age students or with in-school suspension students who "don't have any work to do."
- Achieve3000 be used at home, by students and their families (enabled by wireless Netbooks).

Differentiated instruction extends to teachers and school staff. **Professional development** will be provided to all content area teachers by superior instructors with training and certification in delivering differentiated instruction. Workshops are offered in three phases. Each phase is designed to meet teachers' needs and ensure quick advancement from launching the solutions to fully integrating them into their work.

School Support

Four SIG grant components are provided to foster whole school support. Two initiatives will better help staff intervene with students' high-risk behaviors, non-academic barriers and credit recovery efforts. Two others will provide vehicles for engaging students and extending their learning opportunities.

Grade 9 Graduation Coach:

The 2009 graduation rate for Washington Community High School was less than 50 percent. Though John Marshall has yet to serve students in grades 11 and 12, data findings predict troubling possibilities. We need to be far-more proactive in monitoring factors that contribute to students' dropping out of school.

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

The SIG grant will provide each turnaround school with a **full-time Grade 9 Graduation Coach** who will focus on three critical initiatives:

- A cohort of **incoming freshmen identified as highest-risk** for dropping out (those with poor attendance, weak grades in core subjects, and behavioral and social challenges) will be monitored and mentored by the Grad Coach. It will be the coach who makes certain his cohort students are *in school* and doing the work required. When teachers are facing difficulties with this targeted group of students, they'll call on the Coach. When resolution of family, social, medical and other similar issues **interfere with school attendance or performance**, the Coach will personally ensure that these students and their families are connected to our invaluable community partners who continuously support our efforts. Students will receive academic and individualized support, coupled with student/parent interventions to address **non-academic barriers to success.**
- The Grad Coach will be responsible for **tracking the credit accumulation of all Grade 9 students.** At the end of each semester, a data wall (much like DIBELS data walls) will color code all Grade 9 students' progress and reveal those who already are off-track for graduation, and at higher risk for dropping out of school. Students will no longer slip through the cracks, earning so few credits that their only option is to pursue a GED. Credit accumulation will be tracked for individual students across their entire high school career.
- For those 9-12 high school students already behind, the Grad Coach will serve as the point person for Melissa Brown (Virtual School) to create more **credit recovery options** for students in turnaround schools, thus dramatically-increasing their likelihood of *staying in school* until graduation. Our proposed **Extended-Time Learning Center** project, which will

be professionally-staffed and open daily for three hours after school, will be a vehicle for expanding credit recovery.

Behavior Management Specialist:

High-poverty schools continuously cope with aggressive **student behaviors that interfere with school learning** and potentially jeopardize the safety of students and staff alike. Additional support is needed to help staff proactively use techniques to de-escalate students—always the first and preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.

Twenty days of training and staff support will be provided each turnaround school to learn these strategies, and more. The expert consultant is a retired and respected practitioner from an urban district who can relate to our school environments and needs. He is an advocate of rituals and routines, helping staff identify gaps, modeling de-escalating behaviors—and making certain that in-school suspension is academically-driven.

Netbooks:

With the vision of creating a 24/7 learning environment, small wireless notebook computers were recently purchased and will be available for every 9-12 student next year in the turnaround schools. Students and staff are eager to daily integrate the Netbooks into engaging learning opportunities across grade levels and content areas. Through turnaround planning discussions, staff immediately saw how the Netbook could support the turnaround model (e.g., **engaging learners** in every content area, supporting **differentiated** learning through **Achieve3000**, expanding instructional options offered at the after-school **Extended-Learning Center**).

Funding, however, is not available to offer Netbooks to *all* students. Since both turnaround high schools include students in Grades 7 and 8, SIG funding would support the purchase of Netbooks for each seventh and eighth grade student, aligning our turnaround efforts and opportunities across the entire high school student population.

Each Netbook comes with an AT&T wireless cell card (at substantially-reduced prices via E-Rate), providing students 24/7 access to Internet and district links available to support instruction while out of school. Of course, monitoring systems are on the computers and at year's end, all will be collected and inventoried, and district IT staff will be detailed to examine, clean and securely store the computers at the turnaround school site.

Extended-Time Learning Center:

Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as turnaround schools, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students' learning and readiness for high school graduation, post-secondary opportunities and careers.

As a Turnaround Model, the turnaround high school will extend learning time for students. Using SIG funding, we will add **three additional hours, five days per week** to the school day. Staffed by **certified teachers**, an *Extended-Time Learning Center* will offer instructional support to students for **27 weeks, Monday through Friday**, providing two intervention sessions: one from 2:30 to 4:00 p.m., and a second session from 4:00 to 5:30 p.m. each school day.

While interventions will be structured and tailored to individual needs, there will be sufficient flexibility and supports to ensure that adequate opportunities are available. For example, we know that many of our students are unable to remain for help immediately after school (e.g., work, family obligations, and athletics). Anticipating that, the turnaround schools will run **two, after-school buses** (beyond the district-provided transportation at the end of the school day). Students remaining after school will have the option to attend the first intervention session and have bus transportation home at four o'clock. Those same students may opt to stay until 5:30 p.m. (the full three hours), when a second bus will transport remaining students home. Those students with after-school conflicts (particularly those who stay for extra-curricular activities) still have ample opportunity to attend Center tutoring.

Instruction will be provided in **core academic subjects** by **certified** teachers, and approaches will vary according to student needs. The Extended-Time Learning Center will open after Diagnostic 1 is administered and scored. This will help teachers plan for tutoring and directly-assign struggling students into the program. (*Any student may attend.*)

Working with the DA Coach, teachers will use 3-week Scrimmage test results—measuring proficiencies covered over that period of time within the district's *Instructional Cycle* (curriculum pacing guide, aligned to Indiana Academic Standards), 9-week Diagnostic test results (benchmark assessments), and classroom grades to determine which students are **required to attend** the after-school intervention sessions. While all students will be encouraged to attend, struggling students will be assigned to intervention sessions.

The turnaround principal will work with staff and students to identify **incentives** that will motivate students' attendance. All incentives will be reasonable and allocable. Snacks will be provided and 9-week reward events planned for students who routinely attended sessions (e.g., 85 percent or more of the sessions).

Students will identify highly-desired "reward events" (e.g., roller-skating party on Saturday, with transportation and entrance fees provided; free prom tickets, etc.). An end-of-year student, parent, staff and community partner dinner (e.g., a chili or spaghetti dinner) will celebrate student participation and achievement. While limited SIG monies are budgeted to help support the incentives component, we will be working with community business partners to collaborate with us in this effort.

Students will bring their Netbooks to the Center. The Achieve**3000** program will be an important tool for many students. Some will work in groups with a teacher (e.g., Algebra I), while others will need one-on-one assistance. The Grade 9 Grad Coach will work to see if Virtual School can

offer expanded **credit recovery** coursework opportunities (with certified teacher support) through the three-hour Extended-Time Learning Center.

As we consider sustaining this initiative, when grant funding ends, it will be important for us to know which strategies were most effective for increasing achievement. A part-time data clerk (during the Center's busiest hours) will ensure that we track which students attend, for how long, and for what services. That information, compared to individual student achievement and growth results, will help inform our sustainability plans.

A police officer will also extend his time, to support and ensure the safety of our students and staff.

Other Administrative Support

With only two schools operating as turnarounds during 2010-11, an actual "Turnaround Office" will not be staffed and physically-housed within the district's administrative offices. Instead, a designated (district-funded) **Turnaround Officer** signals its commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other high schools—to make it happen.

To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. During the 2010-11 school year, Associate Superintendent, Dr. Li-Yen Johnson, will serve as the district's Turnaround Officer.

Project Manager:

Funds will be used to provide a half-time position to support the work of training efforts and contracted services provided to the two turnaround schools. This will involve making all necessary arrangements for large-group and multi-team events (e.g., Achieve3000, Reading Apprenticeship, Netbook trainings), oversight of invoices and vouchers generated by vendors through contracted services, serving as point person to assist turnaround principals making arrangements with outside consultants.

Targeted and continuous professional development work will be provided through the Leadership Coach and expert team of our External Provider, **SchoolWorks**. The project manager will make all arrangements and facilitate staff and partner needs.

Process Checks:

An external consultant will conduct quarterly, onsite, *Process Checks* at each of the district's turnaround high schools during full-day interviews, data reviews and observations with key representatives of the project, including, but not limited to: principals; supplemental administrators; Grade 9 graduation coaches; representatives of teacher data teams, cadre teachers, future leaders, providers of student extended-time learning, and the external provider.

Information and evidence will be collected demonstrating that all components of the approved plan are operating with fidelity and contributing to the desired results. For *example*, interviews/data review/observations of the *Graduation Coach* will confirm:

- Research-based factors were used in identifying those incoming freshman at greatest risk of dropping out of school
- A cohort of those most at-risk have been identified for targeted oversight and intervention
- The coach can demonstrate that s/he is making meaningful links with community partners, or other entities, that support the unique needs of this cohort group (or other students)
- Credit accumulation is being tracked for all Grade 9 students; a Data Wall visually identifies and tracks (semester updates) the status of all freshman
- Credit accumulation findings are reported to staff and interventions set in motion
- Expanded delivery of credit recovery options supports students already behind
- Formative evidence of effectiveness is provided

Findings from the *Process Checks* will be reported to the Associate Superintendent to inform implementation progress. Areas of apparent strength or weakness will be identified, enabling the district to routinely adapt implementation.

The use of quarterly checks and reported findings will permit comparisons of progress from one *Process Check* to the next. At the close of each school year, an *Annual Report* will be prepared, presented and used to inform subsequent year planning.

ALIGNMENT of PROPOSED PLAN with the REQUIRED ELEMENTS of a TURNAROUND MODEL

All components of the Turnaround Model will be **implemented during the 2010-11 school year**. The required elements of the Turnaround Model have been demonstrated within our proposed plan and summarized below.

New Governance Structure:

- SchoolWorks selected as external provider
- Turnaround principal direct-report to associate superintendent/Turnaround Officer
- Plans for a Turnaround Office as the district continues to add schools

Use Data to Identify & Implement a Research-Based, Vertically-Aligned Instructional Program:

- School community meetings were held and support provided through district staff to complete the *Self-Assessment of Practices in High-Performing Schools* survey, review *Leading Indicators* findings, and complete the *Analysis of Student and School Data* results. Findings from the *Cambridge Quality Review Reports*, conducted for both turnaround

schools in fall 2009, combined with the aforementioned analyses, led to Key Findings. Those findings drove the selection of initiatives presented in our turnaround model.

- Tools and strategies proposed are research-based and aligned to Indiana academic standards

Promote the Use of Student Data to Inform and Differentiate Instruction:

- All academic content teachers will use new instructional calendars and formative assessments and conduct regularly-scheduled data meetings to analyze data to determine student growth, identify instructional gaps, determine student needs, make instructional adjustments, and target interventions.
- Selected interventions (e.g., Achieve3000, Reading Apprenticeship, Extended-Time Learning Center) rely on using real-time data to appropriately differentiate instruction
- Tracking credit accumulation

Establish Schedules and Implement Strategies that Provide Increased Learning Time:

- Learning time for teachers is expanded through after-school, weekend and summer trainings. Five selected Future Leaders are supported through extended time learning and leadership (in addition to the on-going job-embedded professional development enabled by four Cadre teachers
- Student learning time is expanded through the Extended-Time Learning Centers
- Netbooks permit student learning 24/7
- Expanding availability of credit recovery

Provide Appropriate Social-Emotional and Community-Oriented Services and Supports for Students:

- Grade 9 Graduation Coach serves as conduit to our Community Partners to enable appropriate student support
 - Behavior Management Specialist addresses behaviors that interfere with learning
 - Specific examples of the supports provided through established Community Partners are detailed in *Section C, Q8*. Recognized nationally, George Washington Community High School provides comprehensive services in collaboration with 52 community partners. John Marshall has established community partners and grant funding will enable the extension of these partnerships to support student learning.
-

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

ORIGINAL FINDINGS:

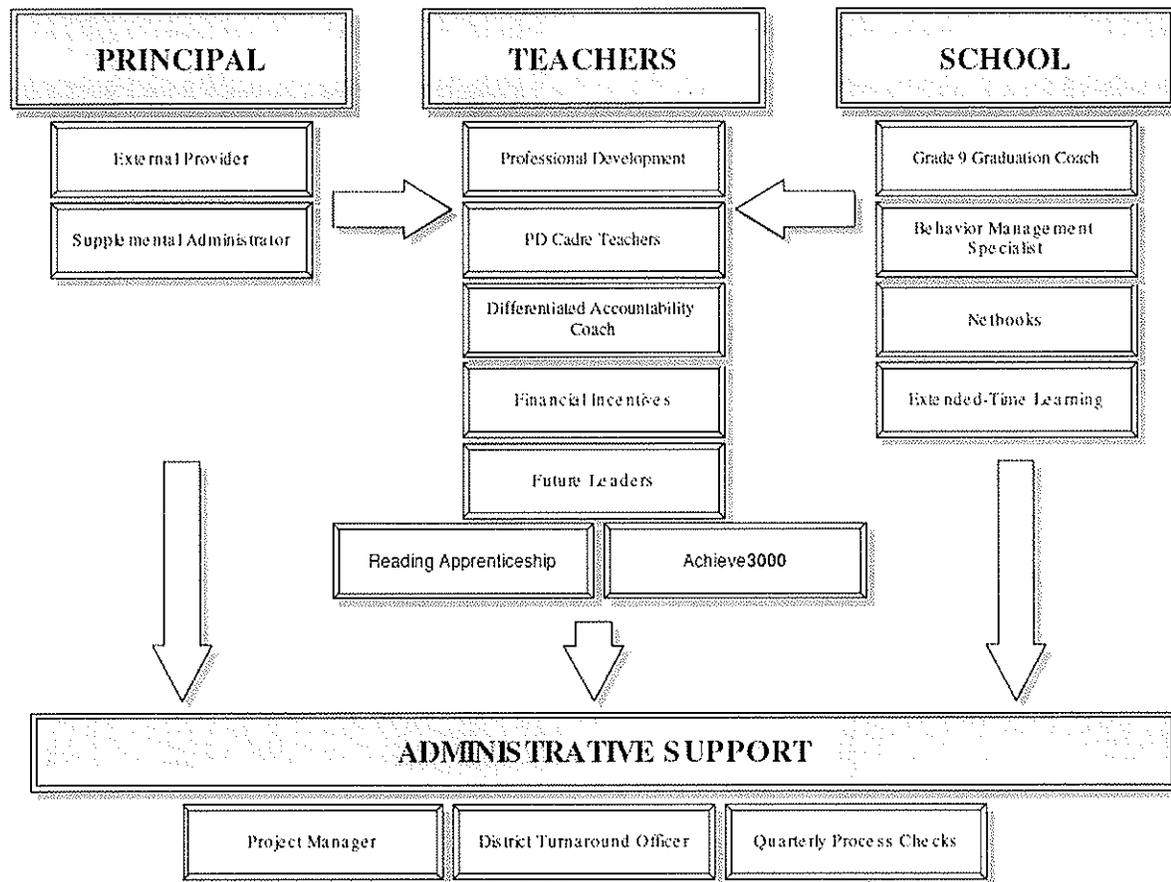
The turnaround model will intentionally cultivate a culture in which everyone at the school and all other stakeholders will accept total responsibility for student success. The staff will have the opportunity to analyze the connection between instructional best practice and student outcomes while considering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

REVISED FINDINGS:

ELEMENTS of the TURNAROUND MODEL

The following *Graphic Overview* paints a broad picture of the turnaround strategies that will be used to support reform efforts at George Washington Community High School and John Marshall Community High School. The *Overview* introduces the proposed SIG grant-funded resources and interventions that are **research-based, aligned with our key findings** and will support each school’s turnaround principal, its teachers and its school culture and community. More detailed descriptors follow the graphic.

Indianapolis Public Schools Turnaround Strategies Supported through Grant Funding



LINKING TURNAROUND EFFORTS to IDENTIFIED NEEDS

Principal Support

The principal will be supported by the district through a direct-report to the Associate Superintendent, thus enabling relief from the traditional organizational structures that exist in the nation's largest and most-complex educational systems. When barriers to accomplishing needed reform are encountered, the Associate Superintendent will intervene to clear those obstacles.

SIG grant funding will provide **two critical partners**, in support of the turnaround principal's leadership:

- A turn-around **External Provider**, with a proven history of having led successful school reform in a high-need, low-performing school, will serve as the principal’s closest advisor. This experienced, expert provider will guide, influence and support the principal through the countless, complex challenges that hamper efforts to dramatically increase student achievement and graduation rates.

The selection of this external provider is one of the most important decisions made by the district. The principal’s ability to change the culture, practices and achievement levels of students, in extraordinarily demanding environments, will take courage, conviction and the willingness to think and act differently. Our selected external provider, **SchoolWorks**, has the expertise, the resources and the record of successfully providing that leadership.

Section D, Question 2 of the grant application provides more detailed information about the provider.

- In *any* school, the most important thing a principal can do is to ensure that its teachers are fully-capable and fully-willing to do whatever it takes to influence student achievement. In a turnaround school, this becomes a *critical need*.

George Washington and John Marshall Community Schools will *annually* evaluate all instructional staff, using a new *performance-driven* tool. Those performing at the highest levels will be financially-rewarded. Those who are capable and willing, but struggling, will be supported. And those who are demonstrating levels of ineffectiveness will be removed, with the support of the district’s Associate Superintendent.

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

Teacher Support

Triangulated **key findings** from our examination of student needs revealed significant **teacher deficiencies** in adequately preparing students to master Indiana academic standards. A **root cause** was the lack of a uniform accountability system for what would be taught (by all teachers), how students’ progress in attaining required skills across the school year would be monitored, and what would be done to adjust instruction as student needs were identified.

Beginning in the 2010-11 school year, all content teachers in the turnaround schools will be accountable for:

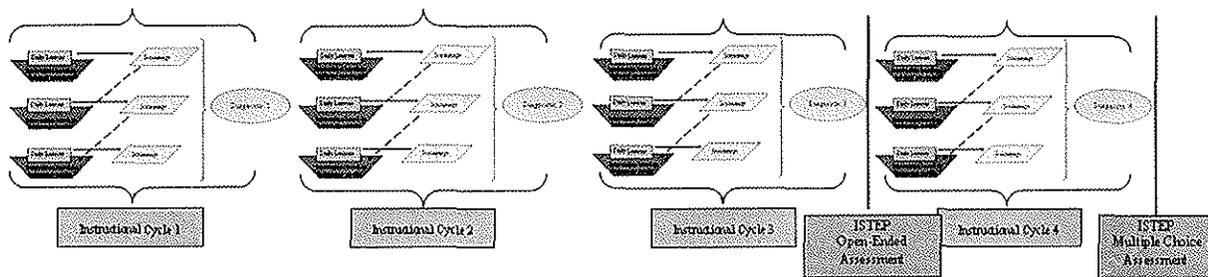
- Using new **Instructional Calendars** (pacing guides) to focus instruction on identified Indiana Academic Standards;
- Administering uniform 3-week **formative assessments** (*Scrimmages*) and quarterly assessments (*Diagnostics/Benchmarks*);

(c) Using formative assessment results to **adjust instruction** and **provide targeted interventions** (including the supplemental use of Achieve3000 differentiated lessons, and referring students to new extended-time opportunities at the High School’s Learning Center; and

(d) Participating in **professional development** trainings to increase instructional competencies and to effectively use data to inform classroom practices.

- Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing) covering four *Instructional Cycles* across the school year.
- Within Cycle 1 (the first 9-weeks of the school year), identified standards will be taught with *Scrimmage* assessments administered every three weeks. Daily lessons prepare students for the 3-week *Scrimmage* tests.
- *Scrimmage* is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers).
- Disaggregated results are back to teachers within two days. *Scrimmage* data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills.
- Re-teaching occurs (including the use of Achieve3000 differentiated lessons on the students’ Netbooks. Achieve3000 lessons are aligned to Indiana academic standards).
- Within an Instructional Cycle (9-weeks), three *Scrimmage* assessments prepare students for quarterly *Diagnostic* (Benchmark) Assessments. These diagnostic assessments gauge students’ progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught standards. The following illustration shows the Four Instructional Cycles across the school year.



SIG funding will support teachers at multiple levels to ensure that they have the skills and the tools needed to dramatically increase student achievement.

PD Cadre Teachers:

A particular strength of the turnaround strategy is the involvement of SIG-funded Cadre Teachers. The Cadre Teachers are certified, district reserve teachers who are experienced and well-regarded professionals. They understand building routines and procedures and can ensure that learning continues while classroom teachers are away from their students. Each turnaround principal will have **four full-time Cadre Teachers**, to allow teachers release time from classrooms (generally in one-hour increments) for **job-embedded professional development**.

Differentiated Accountability Coach

As a Turnaround Model high school, a new AYP status baseline is established—thus rendering the school *ineligible for supplementary Differentiated Accountability school improvement funds* provided under the Title I program. A Differentiated Accountability (DA) Coach was previously funded at the proposed turnaround school, under that initiative.

While Title I school improvement data, literacy and math coaches provide infrequent support, they are not routinely in the high school, as they are assigned to multiple improvement schools (ones that do not have a full-time DA Coach). The Title I-funded DA Coach currently is a full-time professional staff member within the turnaround school.

When told that this position could no longer be funded, conversations with the turnaround principal revealed that the DA Coach is a critical component to the success of initiatives proposed through the SIG grant Turnaround Model. Therefore, SIG grant funding will be used to sustain this position to ensure the continuation of work provided by the DA Coach, including—but not limited to:

- Coordinating all professional development trainings for turnaround teachers
- Providing a monthly PD calendar, with updates on the IPS online site
- Coordinating Scrimmage and Diagnostic testing
- Using formative Scrimmage and Diagnostic test results to conduct data meetings with the turnaround principal and content teachers to interpret results and address data findings (adjust instructional strategies and determine appropriate interventions for students)
- Conducting weekly Professional Learning Communities (PLC) one-hour job-embedded professional development trainings for content-area teacher teams (released from classrooms by Cadre teachers), and for bi-weekly after-school professional development trainings
- Modeling instruction in classrooms (the turnaround principal also models instruction)

Teacher Professional Development:

During Cadre release time, classroom teachers will participate in content area team or grade-level team training. For example, Cadre teachers will cover classrooms while teachers work with the SIG-funded DA Coach to analyze formative assessment results, identify student learning needs, and to determine the best strategies for using the data to adjust and differentiate instruction.

In the past, professional development efforts for instructional staff have been, understandably, *district-driven*. Examples include recent professional development for using uniform

Instructional Cycles (curriculum pacing guides) and relevant formative assessments (three-week *Scrimmages* and quarterly *Diagnostic* benchmark assessments). While district-driven development of this kind is invaluable, needs unique to individual schools (or teachers), have not enjoyed the same level of support. With four full-time Cadre teachers on staff, professional development activities will be occurring daily, involving collaborative work of instructional leaders, the SIG-funded DA Coach, Title I-funded school improvement coaches, and teachers.

Teachers will be able to use Cadre release time for **personal development**—to observe and learn from best practices occurring in other classrooms. The turnaround principal and building administrators conduct daily classroom observations (and provide feedback to teachers); they can readily identify best practices that warrant teacher observation by others.

As the new, annual teacher performance evaluations are conducted by building leadership, struggling teachers will be given opportunities for support to improve their practices. Again, Cadre teachers will enable the release of such teachers—either based upon self-identified needs—or needs targeted by the building leader.

Beyond job-embedded professional development opportunities, other turnaround strategies will require teacher training beyond the school day, week or year. Examples include multi-day, summer training for the implementation of three instructional strategies to improve literacy comprehension across content areas (Reading Apprenticeship) and to provide teachers and students with tools that differentiate instruction (Achieve3000 and Netbook trainings). SIG grant funding will provide teacher-stipends for 15 hours of extended-time training. Saturday Open Lab sessions are also available for teachers needing additional support.

Financial Incentives for Teachers:

Turnaround principals will annually evaluate teachers, differentiating performance across four rating categories.

All **instructional staff in turnaround schools** will be eligible to receive **up to \$5,000 annually** based on performance. The evaluation tool has two components:

- **Part I** of the incentive is based on **student performance** (weighted at **51 percent**).
To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)
- **Part II** of the incentive is based on **teacher proficiencies** (weighted at **49 percent**)
Four domains of performance, based on Charlotte Danielson's **A Framework for Teaching**, 2nd Edition, Evaluate Teachers' Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.

Evaluation ratings **distinguish levels of effectiveness** as: Unsatisfactory, Basic, Proficient, and Distinguished. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.

The principal will complete a *Teacher Incentive Program Post-Evaluation*, for review by the Curriculum & Instructional Accountability Division, to ensure that ratings are appropriately differentiated.

Future Leaders:

Recognizing the importance of, and need for, shared leadership, principals will identify five (5) promising teachers for three years of ongoing, targeted professional growth as future turnaround leaders. These emerging leaders will benefit from **extended-time learning** provided by district and external experts, both inside and outside of the district. The grant will support 40-paid hours, annually, of professional growth. Gaining knowledge and confidence, Future Leaders will **assume leadership roles** within the turnaround school. Our external partner, **SchoolWorks**, will be an integral partner in framing the syllabus and supporting this project.

Reading Apprenticeship:

Students' ability to comprehend the complex text of high school core content is limited by their poor comprehension strategies. Secondary teachers are not adequately addressing these needs, and generally not engaging and challenging students to use effective strategies that deepen students' understanding. Lecture-style, teacher-led instruction is the norm. High school teachers are either unwilling or unprepared to address student's literacy issues and learning suffers—as can be evidenced in achievement performance.

Roughly 18 months ago, the district's K-12 Content Directors (Literacy, Math, Science, and Social Studies) saw the urgency for addressing this need. Using research, they identified the strongest literacy strategies that should be used by all classroom teachers. What evolved was an initiative called **5•5•3•3 District-Wide Strategies**. Here, five comprehension, five vocabulary, three test-taking, and three writing strategies were identified for focus across content areas. Initial work in vocabulary professional development began with English/language arts and mathematics content teachers. As district professional development was provided last year, those strategies were embedded into all professional development sessions, coaching opportunities, and school professional learning community meetings.

Based on the *Key Findings* priorities identified through *Achievement* and *Self-Survey* data analyses within the SIG grant application process, turnaround school leaders believe it is time to broaden the scope of this work. To do that, we will partner with **WestEd Strategic Literacy Initiative**, the developer of the **Reading Apprenticeship** model. Our belief in this approach is reflected in the district's decision to be one of four partners with WestEd in its bid for the highly-competitive i3 Scale-Up grant award (for scaling up this model at the national level). Work with WestEd throughout that application process confirmed that IPS's elements of the **5•5•3•3** initiative were aligned at many levels with the Reading Apprenticeship approach.

For turnaround schools, Reading Apprenticeship training from WestEd will help all content teachers (E/LA, math, social studies and science) support students as motivated, strategic, and critical readers, thinkers, writers, viewers, listeners, and speakers—fulfilling the mission statement of the English Language Arts Department of IPS.

Reading Apprenticeship is not a “program.” Others who have used the model have shown that this research-based **framework**, designed for secondary students at all proficiency levels, can dramatically transform students’ engagement and achievement across all academic disciplines. Drawing on teachers’ untapped expertise as discipline-based readers and on adolescents’ strengths as learners, this approach:

- De-mystifies reading, helping content teachers and students see that reading is complex and that it changes depending on text and purpose of reading;
- Makes teachers’ reading processes and knowledge visible to students and vice versa;
- Helps teachers develop a repertoire of classroom routines for building students’ sophisticated literacy skills into content area learning goals;
- Transfers increasing responsibility to students through routines for text-based social interaction;
- Builds students’ motivation, stamina, and repertoire of strategies for understanding and engaging with challenging academic texts; and
- Accelerates reading and writing proficiency, engagement and fluency.

Across the SIG grant funding period, WestEd will annually provide **3-day summer trainings** for turnaround school content area teachers on the principles of Reading Apprenticeship. Follow-up support will be provided across the school year by the IPS district literacy office coaches and facilitators assigned to the schools on a weekly basis. Support will be collaborative with full-time, site-based Title I-funded literacy and mathematics coaches to ensure that teachers are provided adequate assistance in its implementation.

Achieve3000

An overarching and disturbing **key finding** of our needs analyses centered on the clear evidence of teachers’ inability to appropriately **differentiate instruction** to meet the needs of all learners.

This was particularly true for our highest-need students: those with disabilities and students who have limited English proficiency.

Achieve**3000** offers a means to individualize instruction and accelerate academic results to help students learn and practice critical reading comprehension strategies. This web-based literacy solution differentiates reading instruction **based on each student’s Lexile level** (individual reading level). Teaching students one-on-one, at their level, is one the most powerful ways to help them reach their maximum potential. Achieve**3000** Solutions are proven effective at increasing comprehension, fluency, writing skills, and vocabulary development across all subject content areas. The web-based assignments are interactive and engaging, providing more time-on-task and more practice—which in turn fosters higher gains.

Achieve**3000** will not become the “curriculum” for content classes. It is an intervention tool and cannot interrupt the pacing calendar. A recent study of over 28,000 students (elementary through high school) across 29 states demonstrates conclusively that using Achieve**3000** works. When students used the solutions *twice per week*, they made more than *triple* the expected reading

gains over the course of a ten-month school year. These findings were consistent with all students, regardless of grade level.

Here is a brief overview of how it works:

- **Assess:** An online Lexile assessment tool (LevelSet), measures each student's nonfiction reading comprehension for accurate placement in the program, allowing progress to be made immediately.
- **Instruct:** Students receive level-appropriate nonfiction reading and writing assignments via email. All students receiving it read the same content, but the passages and follow-up activities adjust for their unique learning profiles. Writing activities are connected to reading, and all content and assignments are correlated to Indiana state standards. Lessons are provided in a Spanish version.
- **Reassess:** Reassessment of reading levels takes place throughout the school year, ensuring that students are always working within their instructional zone.
- **Report:** *A powerful online reporting package* provides teachers and administrators with *real-time diagnostic data* on student performance 24/7, enabling individualized intervention and remediation.

There is tremendous flexibility in how Achieve3000 may be used to help teachers help students reach higher levels of achievement. Some examples include:

- Achieve3000 may be used for a portion of **any content area** class period or intermittently across the week to provide students more time and practice on expected reading proficiencies (e.g., two times per week for 20 minutes each; once a week in each core content area).
- Achieve3000 will be used as an instructional option during the school's **Extended-Time Learning Center** that will be offered for three hours, after-school, Monday through Friday.
- Achieve3000 will be used as an RtI intervention strategy.
- Achieve3000 will be used for targeted instruction for students with disabilities and English language learners.
- Achieve3000 will be used with over/under age students or with in-school suspension students who "don't have any work to do."
- Achieve3000 be used at home, by students and their families (enabled by wireless Netbooks).

Differentiated instruction extends to teachers and school staff. **Professional development** will be provided to all content area teachers by superior instructors with training and certification in delivering differentiated instruction. Workshops are offered in three phases. Each phase is designed to meet teachers' needs and ensure quick advancement from launching the solutions to fully integrating them into their work.

School Support

Four SIG grant components are provided to foster whole school support. Two initiatives will better help staff intervene with students' high-risk behaviors, non-academic barriers and credit recovery efforts. Two others will provide vehicles for engaging students and extending their learning opportunities.

Grade 9 Graduation Coach:

The 2009 graduation rate for Washington Community High School was less than 50 percent. Though John Marshall has yet to serve students in grades 11 and 12, data findings predict troubling possibilities. We need to be far-more proactive in monitoring factors that contribute to students' dropping out of school.

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

The SIG grant will provide each turnaround school with a **full-time Grade 9 Graduation Coach** who will focus on three critical initiatives:

- A cohort of **incoming freshmen identified as highest-risk** for dropping out (those with poor attendance, weak grades in core subjects, and behavioral and social challenges) will be monitored and mentored by the Grad Coach. It will be the coach who makes certain his cohort students are *in school* and doing the work required. When teachers are facing difficulties with this targeted group of students, they'll call on the Coach. When resolution of family, social, medical and other similar issues **interfere with school attendance or performance**, the Coach will personally ensure that these students and their families are connected to our invaluable community partners who continuously support our efforts. Students will receive academic and individualized support, coupled with student/parent interventions to address **non-academic barriers to success**.
- The Grad Coach will be responsible for **tracking the credit accumulation of all Grade 9 students**. At the end of each semester, a data wall (much like DIBELS data walls) will color code all Grade 9 students' progress and reveal those who already are off-track for graduation, and at higher risk for dropping out of school. Students will no longer slip through the cracks, earning so few credits that their only option is to pursue a GED. Credit accumulation will be tracked for individual students across their entire high school career.
- For those 9-12 high school students already behind, the Grad Coach will serve as the point person for Melissa Brown (Virtual School) to create more **credit recovery options** for students in turnaround schools, thus dramatically-increasing their likelihood of *staying in school* until graduation. Our proposed **Extended-Time Learning Center** project, which will

be professionally-staffed and open daily for three hours after school, will be a vehicle for expanding credit recovery.

Behavior Management Specialist:

High-poverty schools continuously cope with aggressive **student behaviors that interfere with school learning** and potentially jeopardize the safety of students and staff alike. Additional support is needed to help staff proactively use techniques to de-escalate students—always the first and preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.

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Netbooks:

With the vision of creating a 24/7 learning environment, small wireless notebook computers were recently purchased and will be available for every 9-12 student next year in the turnaround schools. Students and staff are eager to daily integrate the Netbooks into engaging learning opportunities across grade levels and content areas. Through turnaround planning discussions, staff immediately saw how the Netbook could support the turnaround model (e.g., **engaging learners** in every content area, supporting **differentiated** learning through **Achieve3000**, expanding instructional options offered at the after-school **Extended-Learning Center**).

Funding, however, is not available to offer Netbooks to *all* students. Since both turnaround high schools include students in Grades 7 and 8, SIG funding would support the purchase of Netbooks for each seventh and eighth grade student, aligning our turnaround efforts and opportunities across the entire high school student population.

Each Netbook comes with an AT&T wireless cell card (at substantially-reduced prices via E-Rate), providing students 24/7 access to Internet and district links available to support instruction while out of school. Of course, monitoring systems are on the computers and at year's end, all will be collected and inventoried, and district IT staff will be detailed to examine, clean and securely store the computers at the turnaround school site.

Extended-Time Learning Center:

Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as turnaround schools, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students' learning and readiness for high school graduation, post-secondary opportunities and careers.

As a Turnaround Model, the turnaround high school will extend learning time for students. Using SIG funding, we will add **three additional hours, five days per week** to the school day. Staffed by **certified teachers**, an *Extended-Time Learning Center* will offer instructional support to students for **27 weeks, Monday through Friday**, providing two intervention sessions: one from 2:30 to 4:00 p.m., and a second session from 4:00 to 5:30 p.m. each school day.

While interventions will be structured and tailored to individual needs, there will be sufficient flexibility and supports to ensure that adequate opportunities are available. For example, we know that many of our students are unable to remain for help immediately after school (e.g., work, family obligations, and athletics). Anticipating that, the turnaround schools will run **two, after-school buses** (beyond the district-provided transportation at the end of the school day). Students remaining after school will have the option to attend the first intervention session and have bus transportation home at four o'clock. Those same students may opt to stay until 5:30 p.m. (the full three hours), when a second bus will transport remaining students home. Those students with after-school conflicts (particularly those who stay for extra-curricular activities) still have ample opportunity to attend Center tutoring.

Instruction will be provided in **core academic subjects** by **certified** teachers, and approaches will vary according to student needs. The Extended-Time Learning Center will open after Diagnostic 1 is administered and scored. This will help teachers plan for tutoring and directly-assign struggling students into the program. (*Any student may attend.*)

Working with the DA Coach, teachers will use 3-week Scrimmage test results—measuring proficiencies covered over that period of time within the district's *Instructional Cycle* (curriculum pacing guide, aligned to Indiana Academic Standards), 9-week Diagnostic test results (benchmark assessments), and classroom grades to determine which students are **required to attend** the after-school intervention sessions. While all students will be encouraged to attend, struggling students will be assigned to intervention sessions.

The turnaround principal will work with staff and students to identify **incentives** that will motivate students' attendance. All incentives will be reasonable and allocable. Snacks will be provided and 9-week reward events planned for students who routinely attended sessions (e.g., 85 percent or more of the sessions).

Students will identify highly-desired "reward events" (e.g., roller-skating party on Saturday, with transportation and entrance fees provided; free prom tickets, etc.). An end-of-year student, parent, staff and community partner dinner (e.g., a chili or spaghetti dinner) will celebrate student participation and achievement. While limited SIG monies are budgeted to help support the incentives component, we will be working with community business partners to collaborate with us in this effort.

Students will bring their Netbooks to the Center. The Achieve3000 program will be an important tool for many students. Some will work in groups with a teacher (e.g., Algebra I), while others will need one-on-one assistance. The Grade 9 Grad Coach will work to see if Virtual School can

offer expanded **credit recovery** coursework opportunities (with certified teacher support) through the four-hour Extended-Time Learning Center.

As we consider sustaining this initiative, when grant funding ends, it will be important for us to know which strategies were most effective for increasing achievement. A part-time data clerk (during the Center's busiest hours) will ensure that we track which students attend, for how long, and for what services. That information, compared to individual student achievement and growth results, will help inform our sustainability plans.

A police officer will also extend his time, to support and ensure the safety of our students and staff.

Other Administrative Support

With only two schools operating as turnarounds during 2011-12, an actual "Turnaround Office" will not be staffed and physically-housed within the district's administrative offices. Instead, a designated (district-funded) **Turnaround Officer** signals its commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other high schools—to make it happen.

To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. During the 2010-11 school year, Associate Superintendent, Dr. Li-Yen Johnson, will serve as the district's Turnaround Officer.

Project Manager

Funds will be used to provide a half-time position to support the work of training efforts and contracted services provided to the two turnaround schools. This will involve making all necessary arrangements for large-group and multi-team events (e.g., Achieve3000, Reading Apprenticeship, Netbook trainings), oversight of invoices and vouchers generated by vendors through contracted services, serving as point person to assist turnaround principals making arrangements with outside consultants.

Targeted and continuous professional development work will be provided through the Leadership Coach and expert team of our External Provider, **SchoolWorks**. The project manager will make all arrangements and facilitate staff and partner needs.

Process Checks

An external consultant will conduct quarterly, onsite, *Process Checks* at each of the district's turnaround high schools during full-day interviews, data reviews and observations with key representatives of the project, including, but not limited to: principals; supplemental administrators; Grade 9 graduation coaches; representatives of teacher data teams, cadre teachers, future leaders, providers of student extended-time learning, and the external provider.

Information and evidence will be collected demonstrating that all components of the approved plan are operating with fidelity and contributing to the desired results. For *example*, interviews/data review/observations of the *Graduation Coach* will confirm:

- Research-based factors were used in identifying those incoming freshman at greatest risk of dropping out of school
- A cohort of those most at-risk have been identified for targeted oversight and intervention
- The coach can demonstrate that s/he is making meaningful links with community partners, or other entities, that support the unique needs of this cohort group (or other students)
- Credit accumulation is being tracked for all Grade 9 students; a Data Wall visually identifies and tracks (semester updates) the status of all freshman
- Credit accumulation findings are reported to staff and interventions set in motion
- Expanded delivery of credit recovery options supports students already behind
- Formative evidence of effectiveness is provided

Findings from the *Process Checks* will be reported to the Associate Superintendent to inform implementation progress. Areas of apparent strength or weakness will be identified, enabling the district to routinely adapt implementation.

The use of quarterly checks and reported findings will permit comparisons of progress from one *Process Check* to the next. At the close of each school year, an *Annual Report* will be prepared, presented and used to inform subsequent year planning.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Attached Budget *District and school leadership collaborated to identify areas of need, then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings

REVISED FINDINGS:

Turnaround intervention elements were identified through a series of meetings with school leadership teams, community partners/leaders, Associate Superintendent/Turnaround Officer, and the leadership team with the teachers’ union.

Budget resources to support successful implementation are carefully calculated and assigned to address each indentified turnaround intervention elements through an alignment check.

2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Attached Budget *Budget has been estimated with input from intervention models/programs
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REVISED FINDINGS:

Resources required to support full and effective implementation of the turnaround interventions are carefully calculated and calibrated in each budget line items.

Resources beyond the grant including General Fund, Title I Fund and IDEA are identified to enhance the support for the turnaround schools.

3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		Attached Budget
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REVISED FINDINGS:

Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the

nation for each of the category – turnaround external provider, professional development cadre teachers, supplemental retired administrators, progress checks.

4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. All models	X		Attached Budget *Three year budget attached
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REVISED FINDINGS:

Proposed budget does not exceed two million per year per school.

5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>		X	*For the 2010-2011 academic year, IPS will apply for the SIG 1003 (g) for three (3) of the 12 schools on the Tier I & Tier II list.
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REVISED FINDINGS:

The District has demonstrated full commitment to supporting turnaround schools by allocating 40% of the Associate Superintendent’s time to serve as the Turnaround Officer (district funded).

6. A clear alignment exists between the goals and interventions model and the funding request (budget). All models	X		*Goals included in this application are from the 2010-2015 District Strategic Plan
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REVISED FINDINGS:

Each goal of the Turnaround Intervention is supported by the proposed budget in the following areas:
 -Critical leadership coaching
 -Extended learning for students
 -Professional learning community for teachers supported by professional development cadre teachers
 -Quality reviews done by turnaround external provider
 -Process checks done by external expert

7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. <i>All models</i>	X		*Proven Track Record—effective leaders and leadership team are in place and willing to make needed and courageous decisions *H/R has Highly Qualified teacher records on file
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REVISED FINDINGS:

Principal:

Dr. White, the Assistant Superintendent of Secondary Education, and the supervising directors of Secondary Education conducted interviewing sessions with a potential principal candidate in Oakland, California, in March, 2009.

The interviewing sessions included meetings with community reform leaders, parents and the current employers of the principal.

Based on the interviewing results and our internal investigation, Dr. White decided to offer this potential principal the position.

To our surprise, the board approved principal of John Marshall decided not to make the move to Indiana due to a serious family illness.

Dr. White reviewed the credentials and track record of our current principals and decided to interview Michael Sullivan for the principalship of John Marshall Community High School.

In June of 2009, Michael Sullivan was selected to be the turnaround principal of John Marshall with less than two months to pull the school together.

Staff:

90% of John Marshall Community High School certified staff members were vacated in March of 2009.

Math, English, Social Studies, and Science Content Directors assisted in the selection process of teachers to speed up the process.

The new John Marshall Community High School opened in August 2009 with 90% of newly selected teachers. Support and teaming sessions were held in the months of July and August facilitated by a group of master teachers from Howe Community High School.

At our request, Indiana Department of Education was able to support in the recruitment of the best and the brightest teachers by offering performance bonus to sixteen possible teachers. Out of the possible 16 slots, we were able to take advantage of eight slots by September, 2009.

These eight recruited master teachers created a critical mass we needed at John Marshall Community High School to bring about urgency and commitment that was very missing in the previous years.

<p>8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</p>	<p>X</p>	<p>*Meeting Agenda *Sign-In Sheets *The district initiates and facilitates discussions regularly between parents and community members in order to enhance our communication regarding the requirements of the turnaround model and the importance of their role.</p>
<p><i>All models</i></p>		

REVISED FINDINGS:
 Central office team consisting of school supervising directors, Title I leadership team, and Human Resources Personnel conducted four parent/community meetings from March to May of 2010 to

solicit input regarding critical components we must include to demonstrate the level of urgency and commitment to escalate the level of instruction in each classroom.

We also attended local Community Council meetings to solicit input from community partners in their identification of the critical factors needed to escalate student outcomes. Some of these community council meetings were attended by our board commissioners.

<p>9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	<p>X</p>	<p>*Weekly board notes sent to all board members by the Superintendent.</p>
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REVISED FINDINGS:

The new Action Plan of the Indianapolis Public School Board for 2010-2015 school year included a very strong and urgent student achievement data points for each school and for the district based on the accountability factors in the No child Left Behind and Public Law 221

After a comprehensive briefing by Dr. White and the Associate Superintendent/Turnaround Officer on our plan to adopt the turnaround model to guide school improvement effort in two of our schools in 2010-2011 school year, four more schools in 2011-2012 school year, and one school in 2012-2013 school year, Board members indicated their full support as well as their desire to be updated on the progress of each of the turnaround school monthly.

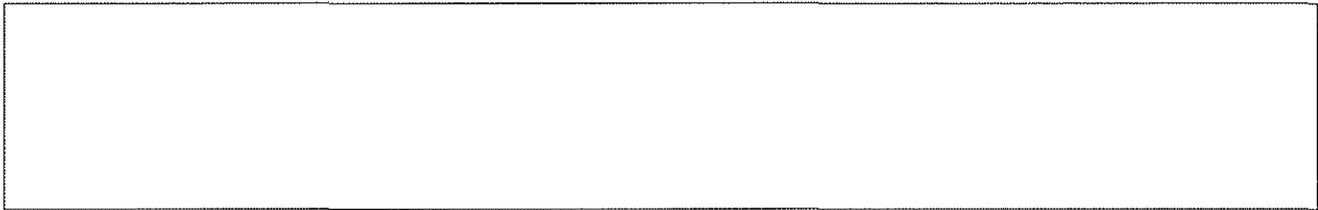
<p>10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	<p>X</p>	<p>*Discussion with Superintendent by Associate Superintendent of Curriculum & Instruction weekly. *Vertical communication has taken place with an intentional focus on key components of the model.</p>
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REVISED FINDINGS:

Dr. Eugene White, Superintendent of Indianapolis Public Schools, has been a true champion for turnaround schools. He served as a turnaround principal in two of the most challenging high schools in Fort Wayne, Indiana, from 1990 to 1997.

Armed with the level of urgency to escalate student outcomes, Dr. White directed his top level cabinet personnel (Deputy Superintendent and Associate Superintendent) to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools.

Updates and progress check on the turnaround schools is an agenda item at the Superintendent's Cabinet meeting weekly. Dr. White has made it a priority of His Cabinet.



<p>11. The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p>	X	<p>*Letter of Support from Teacher's Union *District leadership has met with the teacher's union to discuss the required elements of the model. *Resources and document that support the model have been provided to the teacher's union. *Regular monthly meetings (Professional Relations Group-includes Superintendent, key administrators, and IEA leadership) with IEA will include turnaround school updates and discussions of implementation enhancements.</p>
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REVISED FINDINGS:

During the superintendent's monthly PRG (Professional Relations Group) meeting, the teachers' union leadership team member were informed regarding the various types of school improvement models and the list of schools qualifying for the models.

The teachers' union leadership team members were invited to all the staff meetings and community meetings at GWCHS and JMCHS when we announced the reconstitution of staff.

This leadership team has indicated their willingness to be involved to be our active partners in eliminating barriers to allow the full implementation of the turnaround model.

Capacity	Yes	No	District Evidence
12. The district has the ability to recruit new principals. <i>Turnaround, Transformation Models</i>	X		*Interviews and recommendation are made by committee member consisting of teachers, community representatives, central office and building administrators. Final selection is by the Superintendent of Schools.

REVISED FINDINGS:

There are no limitations within Indianapolis Public Schools restricting principal searches to a 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*.

IPS has responded to the recommendation made by the fall 2009 AdvancedED NCA Accreditation visitation team to have a *Leadership Succession Plan* for the superintendent, deputy and associate superintendents, assistant superintendents, and principals.

The new IPS Leadership Continuum included three layers:

- LID – Leadership Identification and Development
- Principal/leadership Academy – monthly hands on sessions with aspiring
- And new principals conducted by current principals and central office leaders
- Principal/Leadership Practitioners – two to four principals are selected to shadow and mentor top district leaders once a week to gain practical experiences and receive leadership coaching experiences

The district has entered into a partnership with **Teach for American Fellow Group** and will begin our **first recruit** into the leadership rank (assistant principal) in August 2010. The first recruit will attend the *New School Leader Academy* at Columbia University beginning this fall with a combined major study of MBA and Educational Leadership.

We also intend to explore partnerships with Notre Dame and Butler University in their new Leadership Academy of New leaders for New Schools. Both programs offer our new leaders a combined major study of MBA and Educational Leadership.

Our Superintendent, Dr. Eugene White makes it his top priority to work with Neighboring Marion County districts to identify and recruit new leaders for the Indianapolis Public Schools. Our critical connections with EPPSP (Experiential Programs for Preparing School Principals) at Butler University, Aspiring Principals Programs at IUPUI, and University of Indianapolis allow us to recruit the best and brightest school leaders in Marion County and beyond.

All of this in place, yet we struggle to successfully recruit and retain the caliber of leaders needed to

face the professional and personal challenges inherent with leading our highest-need schools.

Just as we have asked our **External Partner, SchoolWorks** (Section D, 2) to examine turnaround teacher selection competencies and hiring procedures, the Associate Superintendent/Turnaround Officer will extend these conversations to include the turnaround principal. Anticipating the development of a **recruiting incentive award**, monies are reserved in the proposed SIG budget.

13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.	X	*District supported plan for each school in assistance
<i>All models</i>		

REVISED FINDINGS:

Turnaround School Implementation Timeline

All elements of the turnaround plan are implemented in Year 1 and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments (e.g., focus of professional development)

Time Period	Objective	Lead and Key Partners
July	<p>SchoolWorks (external partner) will begin the planning process with the district turnaround officer</p> <p>Netbooks: Bid/Purchase the 7th & 8th grade netbooks</p> <p>Reading Apprenticeship: Training of teachers and administrators Three (3) days of Reading Apprenticeship training with WestEd trainers</p> <p>Achieve3000: Training of teachers/administrators Two (2) days of Achieve3000 training with Achieve3000 consultant</p> <p>Behavior Mgt. Training: One (1) day training with staff by Mr. Greg Abati</p> <p>Principal Training: Two (2) days of training for rituals and routines with staff</p> <p>Supplemental Administrator: Hire supplemental administrator for 20 hours per week for 40 weeks to help with performance evaluations</p> <p>PD Cadre Teachers: Hire five (5) certified teachers for job embedded professional development</p> <p>Project Manager: Hire a project manager to facilitate grant paper work and set up professional development with external partners & school (.5 FTE)</p>	<p>Dr. Johnson & Ledyard McFadden, SchoolWorks</p> <p>Wayne Hawkins, IT</p> <p>Donna Walker, Literacy Director & WestEd</p> <p>Vivian Fox & Achieve3000 Consultant</p> <p>Mr. Sullivan, Principal & Greg Abati, Consultant</p> <p>Mr. Sullivan, Principal</p> <p>Mr. Sullivan, Principal</p> <p>Mr. Sullivan, Principal</p> <p>Mr. Sullivan, Principal</p>
August	<p>SchoolWorks will begin their partnership with John Marshall Community High School with site visits three (3) times per month</p> <p>Saturday Open Lab Training: Monthly open-lab professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, curriculum mapping, and/or technology training: one (1) Saturday per month X 6 hours.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated</p>	<p>Dr. Johnson & Ledyard McFadden, SchoolWorks</p> <p>Mr. Sullivan, Principal & Teachers</p> <p>Classroom Teachers & Designated IPS Employees</p>

	<p>people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	
September	<p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Netbooks: Delivery of netbooks to IPS district office for log-in and IPS etching of netbooks. Professional development will be provided to teachers and students by IPS IT Department: 1 day training (Saturday training)</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p>	<p>Classroom Teachers & Designated IPS Employees</p> <p>Jeff McMahon, IT Dept. & Vivian Fox</p> <p>SchoolWorks Consultants & Mr. Sullivan, Principal</p> <p>District Literacy Coach & Mr. Sullivan, Principal</p>
October	<p>Diagnostic Assessment #1 will be administered by teachers to all 7th & 8th grade students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Benchmark Assessment #1 will be administered by teachers to all 9th – 12th grade students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Process Checks: First of four process checks to monitor the implementation of all components of the grant.</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning Centers: Use assessment data in anticipation of extended time learning centers opening. Teachers begin to gather data to inform strategies for instruction. Center will open after the 1st nine-week grading period.</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Linda Miller, Consultant</p> <p>SchoolWorks Consultant & Mr. Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p> <p>Classroom Teachers & Designated IPS Employee</p> <p>Teachers & Mr. Sullivan, Principal</p>
November	<p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p>	<p>SchoolWorks Consultant & Mr. Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p>

	<p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	Classroom Teachers & Designated IPS Employee
December	<p>ECA Assessment: Alg. I and Eng. 10 assessment will be given in December with results received within two months.</p> <p>Diagnostic Assessment #2 will be administered by teachers to all 7th & 8th students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Benchmark Assessment #2 will be administered by teachers to all 9th – 12th grade students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Process Checks: Second of four process checks to monitor the implementation of all components of the grant.</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Linda Miller, Consultant</p> <p>SchoolWorks Consultant & Mr. Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p> <p>Classroom Teachers & Designated IPS Employee</p>
January	<p>Grade 9 Graduation Coach: Presents 1st semester student credit accumulation data to staff for awareness and intervention.</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Grad Coach</p> <p>SchoolWorks Consultant & Mr. Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p> <p>Classroom Teachers & Designated IPS Employee</p>
February	<p>Benchmark Assessment #3 will be administered by teachers to all 9th – 12th grade students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Process Checks: Third of four process checks to monitor the implementation of all components of the grant.</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p>	<p>Classroom Teacher</p> <p>Linda Miller, Consultant</p> <p>SchoolWorks Consultant & Mr.</p>

	<p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p> <p>Classroom Teachers & Designated IPS Employee</p>
March	<p>ISTEP+ Writing Assessment (March/April) will be administered by teachers to all 7th & 8th grade students in all core content areas. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Classroom Teachers & Mr. Sullivan, Principal</p> <p>SchoolWorks Consultant & Mr. Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p> <p>Classroom Teachers & Designated IPS Employee</p>
April	<p>Diagnostic Assessment #3 will be administered by teachers to all 7th & 8th students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Benchmark Assessment #4 will be administered by teachers to all 9th – 12th grade students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Process Checks: Fourth of four process checks to monitor the implementation of all components of the grant.</p> <p>ISTEP+ Multiple Choice Assessment (April/May) will be administered by teachers to all 7th & 8th grade students in all core content areas. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p>	<p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Linda Miller, Consultant</p> <p>Classroom Teacher & Mr. Sullivan, Principal</p> <p>SchoolWorks Consultant & Mr. Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p> <p>Classroom Teachers & Designated IPS Employee</p>

<p>May</p>	<p>Grade 9 Graduation Coach: Presents 2nd semester student credit accumulation data to staff for awareness and intervention.</p> <p>Diagnostic Assessment #4 will be administered by teachers to all 7th & 8th students in all core content areas, with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>ECA Assessment: Alg. I and Eng. 10 assessment will be given in December with results received within two months.</p> <p>SchoolWorks will continue their partnership with John Marshall Community High School with site visits three (3) times per month.</p> <p>Saturday Training (Prof. Development): Monthly professional development training for teachers that will focus on the needs of the teachers: Reading Apprenticeship, Achieve3000, and/or technology training involving the netbooks: one (1) Saturday per month X 6 hours.</p> <p>Financial Incentives: Calculate financial incentives based on performance</p>	<p>Grad Coach</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>SchoolWorks Consultant & Mr. Sullivan, Principal</p> <p>Literacy Coaches & Mr. Sullivan, Principal</p> <p>Dr. Johnson, Turnaround Officer</p>
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<p>14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i></p>	<p>X</p>	<p>*Multiple Literacy Office Coaches & Facilitators have had training with the intervention model (documentation of professional development attended by literacy coaches/facilitators). *Professional resource materials</p>
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REVISED FINDING:

District staff has a high level of expertise and successful experience in research, and implementing the selected model

Indianapolis Public Schools demonstrated commitment to improving student achievement by adding an Associate Superintendent of Curriculum and Instruction and Accountability position in January 2009 to guide the school improvement effort.

The Associate Superintendent’s support organization for the schools includes Math, Literacy, Social Studies, and Science Content Directors; Art, Music, and PE curriculum supervisors; and various curriculum facilitators.

We transformed a closed middle school into a **Professional Development Center** for administrators and teachers in December 2009. This center has logged hundreds of hours of training, serving two thousand teachers since its opening.

- Theresa Morris, Math Director, was the regional director of Project Seed. She has a rich background with research-based strategies and program implementation.
- Donna Walker, Literacy Director, was a very successful Language Art teacher, a supervisor of Special Education—leading and managing major initiatives. She is frequently called upon as a national presenter, by the Council for Greater City Schools and the International Reading Association, based on her expertise on improvement in Literacy. She also has a rich background with research-based strategies and program implementation.

- District Data Warehouse is up and running and is able to support the data needs of central office divisions as well as the schools. By December 2010, teachers and principals will be able to create their own real-time data reports through this warehouse.

<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities <i>All models</i></p>	X	<p>*Consulted various department and aligned all resources *Collaborated with IDOE and local agencies *Curriculum & Instructional Accountability Division will meet regularly to update and report on implementation of Turnaround Model.</p>
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REVISED FINDINGS:

IPS Proposed SIG Interventions and Aligned Resources		
SIG Grant Intervention	Aligned Resource	Describe Support
Job-Embedded Professional Development for Teachers and Cadre Teachers	Title I	Title I-funded Differentiated Accountability Coach plays an important role in supporting teachers' work in data meetings (following Scrimmages, Diagnostics, ISTEP+, ECA). Literacy and math facilitators conduct classroom walkthroughs and model instruction.
Netbooks for Grades 7-8 ACHIEVE3000 Extended-Time Learning	IT Cadre Funds	Cadre Grant funding awarded for Grades 9-12 Netbooks. The individual student computers will engage learners, support use of the software intervention tool ACHIEVE3000 (to address individual student needs); Netbooks used during Extended-Time Learning Center; students will have access to learning 24/7
Grade 9 Graduation Coach	Indianapolis Chamber of Commerce	The Chamber's Common Goal Initiative targets support to districts with high dropout rates to support Grad Coach initiatives.
Reading Apprenticeship	WestEd, potential	WestEd has applied for the highly-competitive i3 Scale-Up grant award; Indianapolis is one of four partners. If selected by the U.S. Department of Education, funding would provide additional support.
NON-FINANCIAL		
Grade 9 Graduation Coach, Behavior Management Specialists, and Community High School	Community Partnership Support	Mentoring, volunteering, LaPlaza support for English language learners, medical, social, emotional to support students' learning

16. The district demonstrates the ability and commitment to increased instructional time. <i>Turnaround, Transformation Models</i>	X	*District leadership provides direct support in scheduling and professional development that will increase instructional time.
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REVISED FINDINGS:

Extended-Time Learning Center

Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as turnaround schools, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students' learning and readiness for high school graduation, post-secondary opportunities, and careers.

Using SIG funding, we will offer all students more time for learning by adding **three hours** to the school day. Staffed by **certified teachers**, Extended-Time Learning Centers will offer instructional support for **27 weeks, Monday through Friday, from 2:30 – 5:30 p.m.**, in each turnaround high school.

While interventions will be structured and tailored to individual needs, there will be sufficient flexibility and supports to ensure that adequate opportunities are available. For example, we know that many of our students are unable to remain for help immediately after school (e.g., work, family obligations, and athletics). Anticipating that, the turnaround schools will run **two, after-school buses** (beyond the district-provided transportation at the end of the school day). Students remaining after school will have the option to attend the Learning Center from 2:30 p.m. to 4 p.m. and have bus transportation home at four o'clock. Those same students may opt to stay until 5:30 p.m. (the full three hours), when a second bus will transport remaining students home. Those students with after-school conflicts (particularly those who stay for extra-curricular activities) still have ample opportunity to attend Center tutoring.

Instruction will be provided in **core academic subjects** by **certified** teachers, and approaches will vary according to student needs. The Extended-Time Learning Center will open after Diagnostic 1 is administered and scored. This will help teachers plan for tutoring and directly-refer struggling students into the program. (*Any* student may attend.) Across the school year, the teacher data meetings will be held after formative assessments (3-week *Scrimmages*, 9-week *Diagnostics*). Analyses of the formative test results will reveal learning gaps, as will classroom performance and other indicators. Extended-time teachers will be able to target needs and provide the necessary support.

Students will bring their Netbooks to the Center. The **Archive3000** program will be an important tool for many students. Some will work in groups with a teacher (e.g., Algebra I), while others will need one-on-one assistance. The Grade 9 Grad Coach will work to see if Virtual School can offer expanded **credit recovery** coursework opportunities (with certified teacher support) through the four-hour Extended-Time Learning Center.

As we consider sustaining this initiative, when grant funding ends, it will be important for us to know which strategies were most effective for increasing achievement. A part-time data clerk (during the Center's busiest hours) will ensure that we track which students attend, for how long, and for what services. That information, compared to individual student achievement and growth results, will help inform our sustainability plans.

A police officer will also extend his time, to support and ensure the safety of our students and staff.

Netbooks

With the vision of creating a 24/7 learning environment, small wireless notebook computers were recently purchased and will be available for every 9-12 student next year in the turnaround schools. Students and staff are eager to daily integrate the Netbooks into engaging learning opportunities across grade levels and content areas. Through turnaround planning discussions, staff immediately saw how the Netbook could support the turnaround model (e.g., engaging learners in every content area, supporting differentiated learning through Achieve3000, expanding instructional options offered at the after-school Extended-Learning Center).

Funding, however, is not available to offer Netbooks to *all* students. Since both turnaround high schools include students in Grades 7 and 8, SIG funding would support the purchase of Netbooks for each seventh and eighth grade student, aligning our turnaround efforts and opportunities across the entire high school student population.

Each **Netbook** comes with an **AT&T wireless cell card** (at substantially-reduced prices via E-Rate), providing students **24/7 access to Internet** and **district links available to support instruction while out of school**. Of course, monitoring systems are on the computers and at year's end, all will be collected and inventoried, and district IT staff will be detailed to examine, clean and securely store the computers at the turnaround school site.

Credit Recovery

- For those 9-12 high school students already behind, the Grad Coach will serve as the point person for Melissa Brown (Virtual School) to create more **credit recovery options** for students in turnaround schools, thus dramatically-increasing their likelihood of *staying in school* until graduation. Our proposed **Extended-Time Learning Center** project, which will be professionally-staffed and open from 2:30 – 5:30 p.m., will be a vehicle for expanding credit recovery.

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

➤ *Instructions:*

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

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

Various providers, identified as leaders in high school reform, were researched, contacted and—in multiple cases—interviewed by telephone. As potential providers emerged, a good deal of time was spent investigating further. Entities previously served by providers were contacted to ascertain their perceptions of provider strengths and “lessons learned.” Evidence of impact was requested and provided by recipient districts. Each conversation helped us to further crystallize what we required from our external partner.

A leadership focus was a given, but our failure to adequately meet student instructional needs—particularly those with disabilities and non-English speaking students—would require expertise for improving staff performance. Further, as discovered through our investigations, we needed a partner with the willingness and capacity to routinely partner with us *onsite*. Most importantly, while provider assessment of need (diagnostic review) would be inevitable with any provider, we needed a partner that would diagnostic—while simultaneously moving forward to address immediate leadership and staffing needs.

We found these qualifications, and more, in our selected external provider, **SchoolWorks**, an educational consulting group whose mission is to advance all aspects of student learning and wellbeing by building educators’ capacity to assess, plan for and achieve student success.

Beginning by **late July 2010**, as a Turnaround Partner, SchoolWorks will provide four key services. These services are focused on assessing school needs, planning for school improvement, coaching school leadership and providing ongoing professional development based on assessed needs.

Assessing School Needs and Plan Development

SchoolWorks will drive annual improvement planning through **diagnostic review** and facilitated **school improvement planning**. In the first fall of the grant and in each subsequent spring a SchoolWorks Diagnostic Team will assess the school’s strengths and areas for improvement through data analysis, classroom observation

and interviews. The Diagnostic Team will consist of experienced middle and high school leaders and other instructional experts with skills and knowledge relevant to the school's needs. Under the direction of a SchoolWorks Leadership Coach this team will continue with the school to provide targeted support and professional development through the grant term. The team will collect and analyze data with the school leadership team in order to build its capacity to identify and prioritize school needs.

The needs assessment process will culminate with a school improvement plan. The plan will be developed through a prioritization process used successfully by SchoolWorks in districts and school networks across the country to assist schools in developing **focused strategies to improve student achievement**. This improvement plan will be collaboratively developed with the school and district to ensure that there is one plan driving annual improvement efforts. The efficacy of the plan will be monitored regularly through an evaluation of the extent to which the school meets clearly defined student performance goals.

Leadership Coaching

Both *during and after the diagnostic review and planning* process, SchoolWorks will provide a qualified leadership coach to **build the turnaround principal's leadership capacity** and assist in the implementation of the annual school improvement plan. The SchoolWorks Leadership Coach will be on site *at least twice per month* and available to the principal via telephone and email at all times. The coach will be accountable to a coaching plan with specific goals aligned to those within the annual school improvement plan.

Ongoing Targeted Professional Development

Members of the SchoolWorks Diagnostic Team will continue their involvement with the school in support of one or more initiatives within the annual improvement plan. Services must be aligned to identified needs, so it is not possible to outline a specific

	<p>plan at this time. However, services are likely to include the following based on recent school self-assessment and external quality review:</p> <ol style="list-style-type: none"> 1. Developing professional learning communities for Turnaround School Leaders to share practice 2. Providing summer opportunities for leadership training either directly or through qualified professional development opportunities such as the Principal's Center at Harvard 3. Professional development in effective data team meetings 4. Professional development in effective feedback on instruction 5. Professional development on specific instructional strategies and programs <p>An existing need identified by district leadership prompts two identified tasks to further support turnaround efforts and ability to accomplish the changes needed for dramatically increasing student achievement and graduation rates:</p> <p>SchoolWorks will support school leadership's work to examine and refine the competencies, strategies and selection processes currently used to identify new instructional staff. Revisions reflecting those competencies needed for the challenging work of turnaround schools will be determined and used as turnaround leaders strive to increase school capacity.</p> <p>SchoolWorks will support the turnaround principal and its Associate Superintendent/Turnaround Officer to develop and implement a recruitment bonus initiative, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school. (<i>Funds set aside in the proposed budget, Personnel Costs</i>).</p> <p>Budget</p>
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For grant purposes, budget for work is \$250,000 per school per year.

Examples of School Improvement Work

The Broad Foundation: In 2007, The Broad Foundation was seeking an organization with the capacity to conduct qualitative evaluations of five finalist districts for the annual Broad Prize. SchoolWorks was selected because of its expertise in the qualitative review of schools and districts and its ability to develop a unique approach to the prestigious Broad Prize finalist site visit process. Today, SchoolWorks continues to partner with The Broad Foundation, managing and facilitating site visits to identify Broad Prize finalist districts. Through use of a research-based framework and multiple days of evidence collection, site visit teams identify districts' practices that have contributed to gains in student achievement. Site visit reports are one source of information The Broad Prize Selection Jury uses to determine the annual winner of one million dollars in student scholarships.

Chicago Public Schools: SchoolWorks conducts several types of site visits for Chicago Public Schools Office of New Schools. Charter schools seeking renewal from Chicago Public Schools undergo a renewal site visit led by SchoolWorks. The renewal site visit process was designed by SchoolWorks in collaboration with the Office of New Schools, to increase the amount of data and analysis available to inform renewal decisions. In the 2008-2009 academic year, SchoolWorks designed and piloted a formative protocol to review charter schools at the mid-point of the charter term in order to provide formative feedback to guide improvement well in advance of renewal. As part of the Renaissance 2010 initiative, the Office of New Schools has engaged SchoolWorks in assessing the quality of groups seeking to open new schools in the Chicago Public Schools.

Massachusetts Department of Elementary and Secondary Education – Division for Accountability, Partnerships and Assistance: Since the establishment of the

Massachusetts School and District Accountability System in the late 1990's, SchoolWorks has been contracted by the Department to conduct more than 200 independent reviews of traditional public schools and districts. Through evaluative and diagnostic reviews, SchoolWorks – based on its analysis of each school's strengths and areas for improvement – has made recommendations for intervention and school improvement. In addition, these reviews provide school and district leaders with a framework to reflect upon and assess the efficacy of school improvement initiatives.

In the spring of 2009, SchoolWorks collaborated with the Department to develop a site visit protocol designed to understand district improvement efforts. SchoolWorks conducted reviews of seven of the Commonwealth's largest urban districts, including district-level interviews and site visits to more than 40 schools.

New Leaders for New Schools - Effective Practice Incentive Community: As part of a federal Teacher Incentive Fund grant, New Leaders for New Schools is partnering with SchoolWorks to develop case studies of schools with outstanding achievement gains. This ongoing project has included the development of school self-studies, telephone interviews and school visits to document effective practices. The case studies may be viewed at the [Effective Practice Incentive Community](#) website.

New York Charter Schools Institute: SchoolWorks has designed and implemented an assessment of charter schools authorized by the New York Charter Schools Institute. Scheduled during the third year of a school's charter term, these assessments measure the school's progress toward its stated goals and provide recommendations to improve the school's reporting of its performance.

New York State Education Department: Beginning in the fall of 2005, SchoolWorks designed and implemented protocols for charter school renewal visits and third-year comprehensive monitoring reviews for the Board of Regents – one of

the charter school authorizers in New York State. Teams of independent evaluators from SchoolWorks have used the charter school renewal protocol to assess the extent to which a charter school has met the standards for renewal at the end of its charter term. Through the third-year comprehensive monitoring review visit, SchoolWorks has monitored a school's compliance with state and federal regulations; evaluated the school's progress toward the goals and objectives as outlined in its school improvement plan; and, provided recommendations to the school on ways to strengthen and enhance its improvement initiatives.

School Improvement Planning

National Heritage Academies: National Heritage Academies (NHA) and SchoolWorks partner on a full range of services designed to support school improvement. Since 2005, SchoolWorks has conducted school quality reviews of a set of NHA schools. Using a research-based protocol designed to understand effective school practices, a team of representatives from SchoolWorks and NHA visit a school for three-and-a-half days to understand the school's strengths and areas for growth and to provide recommendations for future improvement. After the site visit, SchoolWorks follows up with the schools over a multi-year period to continue to support improvement planning.

This annual cycle of school quality reviews provides NHA with school-level improvement information and an annual trend report that identifies key strengths and areas for growth across the NHA network. This comprehensive report helps drive network-wide improvement efforts.

KIPP Foundation: KIPP has partnered with SchoolWorks to develop and implement a school quality review process that links improvement planning to individual schools and emerging school regions. Like many SchoolWorks projects, the protocols and processes are especially adapted to meet the organization's needs. For KIPP, SchoolWorks has developed a school review protocol that incorporates

the KIPP Foundation's Healthy Schools framework. Implemented across two-and-a-half days, the review process includes a report on school strengths and areas for growth, as well as a root cause analysis and prioritization process that helps schools immediately move forward with plans to improve performance.

Michigan School Improvement Planning: SchoolWorks assists NHA schools in Michigan that are transitioning to Title I school-wide status and that must (according to the Michigan Department of Education) participate in a one-year planning process. The planning process includes a series of formal meetings in which participants review requirements pertaining to operating with Title I school-wide status. Required Title I school-wide elements are crafted into an existing School Improvement Plan in order to demonstrate that the school's transition to a Title I school-wide school will "upgrade the entire educational program" of the school.

Policy Development

San Diego Unified School District: The San Diego Unified School District engaged SchoolWorks to lead the redesign of its accountability practices for its charter schools. Working with a group of district and school representatives, SchoolWorks led a collaborative process to define a framework and set of processes to measure school progress toward renewal.

New Hampshire Department of Education: In 2005, SchoolWorks was contracted by the New Hampshire Department of Education to develop a comprehensive guide to its charter school accountability system. The guide was developed by gathering input from charter school constituents from across the state, review of state law and use of national best practices in charter school authorization. The guide entitled, *New Hampshire Charter School Accountability Process*, is available at the New Hampshire Department of Education website.

Program Evaluation

Bay State Reading Initiative: SchoolWorks began its program evaluation audits for The Bay State Reading Institute (BSRI) in 2007 - 2008. BSRI asked SchoolWorks to determine to what extent BSRI was able to meet or exceed its goals in the implementation of its reading reform model. In that first year, SchoolWorks reviewed seven schools; the program and the audits have expanded to 18 schools in three cohorts.

SchoolWorks worked closely with BSRI to develop a school review protocol aligned with the ten key elements of the BSRI reading reform initiative. SchoolWorks designed an array of tools targeted to collect the data needed to evaluate the program's effectiveness. These tools included individual school self studies, classroom observation tools, and interview questions.

Reporting for the project meets the needs of multiple audiences. The primary audience for the evaluation is the state legislature, which funds the project. The secondary audience is BSRI, which uses the results to reflect on its practices and make any necessary adjustments to improve practice.

The final report is a comprehensive end-of-year trend report with an executive summary that addresses BSRI's progress in meeting its established goals and benchmarks. Each section of the report individually addresses trends of progress across the Cohort 1, 2 and 3 schools. Strengths, areas for improvement, variations across schools and factors influencing implementation are discussed in each section as well as any current educational research when relevant to the discussion. Three additional reports, one for each set of cohort schools, provides summaries of individual status in relation to each of the ten elements.

Foxboro Regional Charter School VPSC Grant Evaluation: The Foxboro Regional Charter School (FRCS) was the recipient of a five-year grant from the U.S. Department of Education's *Voluntary Public School Choice Program (CFDA No.84.361A)*. As part of its grant application, FRCS developed an external

evaluation plan with specific goals to be monitored over the life of the five-year grant. SchoolWorks was hired to act as a third party to organize and conduct external audit activities. In the first stage, SchoolWorks collaborated with FRCS to design project goals and data collection instruments to target specific measures related to the Voluntary Public School Choice Program grant's goals. This ongoing work with FRCS consists of annual data collection and analysis over the course of five years. SchoolWorks monitors the timely collection of all data, analyzes the data and assists with reporting.

Atlantis Charter School: Because of its experience in charter school operations and evaluation, SchoolWorks has been chosen by the Atlantis Charter School to analyze and report student achievement gains on standardized tests. The analysis follows the school's accountability plan goals and is reported annually to the school's charter authorizer.

SchoolWorks Leadership Coaching

Benjamin Banneker Charter School: At the request of its board of trustees, SchoolWorks provides leadership coaching to Benjamin Banneker's principal.

Harlem Link Charter School: At the request of its board of trustees, SchoolWorks reviewed Harlem Link Charter School in the fall of 2008 and has been providing leadership coaching and charter renewal support to the school through the spring of 2009.

Bennett Venture: At the request of National Heritage Academies, SchoolWorks provides coaching and support to the school to assist with continuous improvement processes.

Comprehensive School Design and Technical Assistance

Philadelphia Transition School Project: As part of Philadelphia's plans to develop

smaller high schools, SchoolWorks assisted Motivation High School and Paul Robeson High School to increase student performance, graduation rates and college application rates. SchoolWorks provided ongoing technical support, including professional development for staff, developing partnerships with local colleges, running summer academies for incoming freshman and assisting with data analysis.

Renaissance School Fund: The Renaissance Schools Fund (RSF) of Chicago required assistance from SchoolWorks in the Performance Pipeline Program (PPP). The Renaissance Schools Fund is an independent, nonprofit organization that serves as the partner in fundraising and in the development of strategy and accountability for Renaissance 2010. SchoolWorks recommended enhancements to an existing school model and assisted the PPP Fellow in driving the replication process for two schools in the Chicago Public Schools (CPS).

In addition to the district's External Provider (SchoolWorks), others provide external support on behalf of turnaround school efforts. They include:

Turnaround Officer

- With only two schools operating as turnarounds during 2010-11, an actual "Turnaround Office" will not be staffed and physically-housed within the district's administrative offices. Instead, a designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other high schools—to make it happen.
- To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be

responsive to issues that impede success. During the 2010-11 school year, Associate Superintendent, Dr. Li-Yen Johnson, will serve as the district's Turnaround Officer.

- Dr. Eugene White, Superintendent of IPS, submitted a *Cover Letter* with the grant proposal, acknowledging his appointment of Dr. Johnson as the Turnaround Officer giving turnaround principals direct reporting authority to her that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other high schools—will give turnaround principals the authority to remove ineffective teachers (across the school year) and the Turnaround Officer will enable the responsive action needed to enact necessary changes.
- The Turnaround Officer has already started this work. In an extended- meeting on June 24, 2010 with both turnaround principals (Michael Sullivan at John Marshall and Deborah Leser at George Washington) each was given the authority to select (not be assigned) their full-time Cadre teachers (Cadre teachers instruct classes, while teachers participate in job-embedded professional development). Other staffing adjustment needs for the upcoming 2010-11 school year were dealt with, including the removal of three (of four) special education teachers at John Marshall, effective immediately.
- Throughout the SIG grant period, the Turnaround Officer will work closely with the External Provider, SchoolWorks, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement and graduation rates.
- Dr. Li-Yen Johnson's resume is provided in the attached *Appendices* document.

Process Check External Consultant

Linda Miller will conduct quarterly, onsite, *Process Checks* at each of the district's turnaround high schools during full-day interviews, data reviews and observations with key representatives of the project, including, but not limited to: principals; supplemental administrators; Grade 9 graduation coaches; representatives of teacher data teams; cadre teachers; future leaders; providers of student extended-time learning; and the external provider, SchoolWorks.

Information and evidence will be collected demonstrating that all components of the approved plan are operating with fidelity and contributing to the desired results. For *example*, interviews/data review/observations of the *Graduation Coach* will confirm:

- Research-based factors were used in identifying those incoming freshman at greatest risk of dropping out of school
- A cohort of those most at-risk have been identified for targeted oversight and intervention
- The coach can demonstrate that s/he is making meaningful links with community partners, or other entities, that support the unique needs of this cohort group (or other students)
- Credit accumulation is being tracked for all Grade 9 students; a Data Wall visually identifies and tracks (semester updates) the status of all freshman
- Credit accumulation findings are reported to staff and interventions set in motion
- Expanded delivery of credit recovery options supports students already behind
- Formative evidence of effectiveness is provided

Findings from the *Process Checks* will be reported to the Associate Superintendent/Turnaround Officer to inform implementation progress. Areas of apparent strength or weakness will be identified, enabling the district to routinely adapt implementation.

The use of quarterly checks and reported findings will permit comparisons of progress from one *Process Check* to the next. At the close of each school year, an *Annual Report* will be prepared, presented and used to inform subsequent year planning.

Linda Miller brings extensive experience and expertise that make her uniquely qualified to conduct turnaround school *Process Checks*. As the former state director of the federally-funded Title Program and as an Assistant Superintendent for the Indiana Department of Education, she fully-understands State and federal policies, using assessments that drive decision-making, employing research-based best practices, and effective strategies for increasing achievement and graduation rates in high-poverty, low-performing schools. She currently serves as a township district project manager overseeing a multi-year, multi-million dollar Lilly Endowment grant.

Ms. Miller's resume is provided in the attached *Appendices* document.

Behavioral Management Specialist

High-poverty schools continuously cope with aggressive student behaviors that interfere with school learning and potentially jeopardize the safety of students and staff alike. Additional support is needed to help staff proactively use techniques to de-escalate students—always the first and preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.

Twenty days of training and staff support will be provided to turnaround schools to learn these strategies, and more. The expert consultant, Greg Abati, is a retired and

	<p>respected practitioner from an urban district who can relate to our school environments and needs. He is an advocate of rituals and routines, helping staff identify gaps, modeling de-escalating behaviors—and making certain that in-school suspension is academically-driven.</p> <p>During the 2009-10 school year, Greg Abati provided training across IPS schools' staff who implemented the over/under program (over-aged students performing well-below grade level). By helping teachers learn how to do interventions <i>in the classroom</i>, the numbers of over/under students referred to an in-school suspension program were significantly reduced, or eliminated. With significantly-reduced student disruptions, learning could continue, allowing teachers to accelerate students' work to get them on a commensurate level with their peer age group. Based on first-hand evidence of effectiveness experienced last year in the over/under program, the turnaround principal strongly supports using SIG grant funding to expand Abati's training to all turnaround classroom teachers.</p> <p>Mr. Abati's resume is provided in the attached <i>Appendices</i> document.</p>
Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment B).</p>	
<ul style="list-style-type: none"> ○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided. ○ <i>Multiple</i> financial and non-financial resources have been identified and describe how they would align to the model. 	<p>ORIGINAL FINDINGS:</p> <p>The Associate Superintendent is in charge of the Curriculum & Instructional Accountability Division (consisting of the ELA Department, Math Department, Science Department, Social Studies Department, Magnet Division, ESL Division, Special Education Department, Special Area Directors/Department, and Title I Department). This division meets on a regular basis (2 times per month) to inform all stakeholders of the resources that are available to schools. Alignment of resources will continue under the direction of Dr. Li-Yen Johnson, with periodic updates from all directors.</p>

REVISED FINDINGS:

IPS Proposed SIG Interventions and Aligned Resources		
SIG Grant Intervention	Aligned Resource	Describe Support
<p>Professional Development for Classroom Teachers and Job-Embedded Cadre Teachers</p> <p>Using Data to Inform Instruction and Address Learning Gaps</p> <p>Using Data to Identify Students Required to Attend Extended-Time Learning Center, After-School Tutoring</p>	<p>Title I</p>	<p>The Title I-funded Differentiated Accountability Coach plays an important role in supporting teachers' work in Data meetings (following Scrimmages, Diagnostics, ISTEP+, ECA).</p> <p>The DA Coach helps teachers use data to inform instructional adjustments needed, based on achievement gaps; provides instructional strategies based on best practices; helps teachers use data to determine students interventions—including the identification of students who will be required to attend Extended-Time Learning Center, after-school tutoring by certified instructors.</p> <p>The DA Coach models instruction.</p> <p>The DA Coach schedules monthly (by week) job-embedded professional development trainings.</p>
<p>WestEd Reading Apprenticeship; Job-Embedded Professional Development</p>	<p>Title I</p>	<p>Two days per week, a district Literacy Facilitator and a Mathematics Facilitator (master teachers on special assignment) will support the Reading</p>

			Apprenticeship (WestEd) project, providing sustained support for teacher implementation of the strategies to increase literacy across content areas.
	Differentiated Instruction	Title I	<p>Provides Scientific Learning's, research-based Fast ForWord® program and software for secondary students reading multiple years below grade level through foundational reading and language skills that:</p> <p>(a) help move students with special needs into general education coursework and</p> <p>(b) increase high-need general education Title I students' reading performance.</p> <p>Reading comprehension is increased by using brain-based strategies that increase memory, attention, processing rates, and sequencing—the cognitive skills essential for reading intervention program success. This proven strategy improves critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax and grammar.</p>
	Differentiated Instruction	IDEA	

	Job-Embedded Professional Development		A special education coach facilitates the critical planning efforts required to implement the co-teaching continuum, e.g., provide targeted modeling for general education and special education teachers to more effectively meet the needs of students with disabilities.
	Highly-Effective Turnaround School Leadership and Teachers	Title II	Funding supports the recruitment of principal/teaching staff with the capacity and the willingness to effectively support turnaround expectations for significantly increasing students' achievement and graduation rates; College Board's springboard training and college readiness; and Class-size reduction efforts.
	Differentiated Instruction Job-Embedded Professional Development	Title III	Funding provides job-embedded professional development to support the achievement of limited English proficient students.
	Differentiated Instruction Job-Embedded Professional Development	IDOE High-Ability	Supports training for teachers of gifted & talented (high-ability) students.
	Job-Embedded Professional Development and Extended-Time Learning	IPS District	IPS's new Professional Development Center (formerly Forest Manor Middle School), has logged hundreds of hours

			<p>of training—provided by district Content Directors (English/Donna Walker, Math/Teresa Morris, Social Studies/Gerald McLeish and Science/Susan Becker), district administrative staff and external consultants and university personnel.</p> <p>Over 2,000 teachers and administrators have received professional development training, since opening the PD Center in December 2009.</p>
	<p>Instruction Aligned to State Academic Standards</p> <p>Formative Assessments, Aligned to State Standards</p> <p>Using Data to Inform Instruction</p> <p>Using Data to Determine Students' Intervention Needs</p> <p>Extended-Time Learning for Students and Teachers</p>	<p>IPS District</p>	<p>During 2009-10, <i>Instructional Cycles/Calendars</i>—for curriculum pacing, aligned to <i>Indiana Academic Standards</i>—were newly-established for use by all IPS core content area teachers.</p> <p>New formative assessments (aligned to the standards) were institutionalized to continuously monitor student progress, inform instructional adjustments, and determine students' intervention needs.</p> <p>Assessments include 3-week Scrimmages, followed by 9-week Diagnostics (benchmark assessments using Acuity tools).</p>

			Initial professional development trainings were held for building administrators, classroom teachers, and instructional coaches to increase instructional competencies and to help staff effectively use data to inform classroom practices.
	<p>Netbooks for Grades 7-8</p> <p><i>Achieve3000</i></p> <p>Differentiated Instruction</p> <p>Extended-Time Learning</p>	IT Cadre Funds	<p>Cadre Grant funding awarded for Grades 9-12 Netbooks. The individual student computers will engage learners across all content areas and support use of the software intervention tool <i>Achieve3000</i>, to address individual student needs.</p> <p>Netbooks are used during Extended-Time Learning Center, after-school tutoring by certified teachers.</p> <p>Students will have access to learning 24/7.</p>
	Grade 9 Graduation Coach	Indianapolis Chamber of Commerce	The Chamber's Common Goal Initiative targets support to districts with high dropout rates to support Grad Coach initiatives.
	Reading Apprenticeship	WestEd,	

		potential	<p>WestEd has applied for the highly-competitive i3 Scale-Up grant award; Indianapolis is one of four partners.</p> <p><i>WestEd's</i> approval as an i3 grant recipient would enable greatly-expanded and extended support to turnaround schools (and other IPS schools) over the next five (5) years.</p> <p>The i3 grant process is extremely competitive, with very few actual awardees anticipated. If <i>WestEd</i> does not receive the i3 grant, SIG grant monies will support turnaround school work over the next three years—with Title I monies sustaining this effort beyond the SIG grant funding period.</p>
			<p style="text-align: center;">NON-FINANCIAL</p> <p>Established partnerships include: U.S. Dream Academy works daily with students of incarcerated parents to help build character and develop student coping skills; La Plaza is committed to supporting the academic, emotional, social, financial and legal needs of Hispanic families; members of Urban Ministry are in the school three times per week to provide students with an alternative forum to discuss personal issues; Finish Line provides student internships; Reebok offers incentives;</p>
	Grade 9 Graduation Coach, Behavior Management Specialists, and Community High School	Community Partnership Support	

		<p>CAFÉ (Coalition Associated for the Far Eastside), FECA (Far Eastside Churches Association), and the JMCHS Alumni Association (started during 2009-10 school year) all support John Marshall initiatives.</p> <p>Through a partnership with Gallahue Mental Health, two counselors provide daily mental and emotional health support (at no cost) to students at John Marshall.</p> <p>This summer, the turnaround principal has worked diligently to increase exciting new partnerships (detailed more fully in Section E, Question 9) and will have established, for the 2010-11 school year, a new Office of School and Community Partnerships.</p> <p>The SIG-funded Grade 9 Graduation Coach will play an important role in connecting students and their families to supportive services available through these partnerships. Discussions with Martin University and the University of Indianapolis are underway that include after school tutors and monthly advisors' meetings with counselors, the Grad Coach, and students to promote college readiness.</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>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<p>The Teacher Evaluation Instrument is based on A Framework For Teaching by Charlotte Danielson 2nd Edition. There are four domains (Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities) with each domain having four rating categories: Unsatisfactory, Basic, Proficient, And Distinguished.</p>
<p>b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<p>Teacher Evaluation Instrument includes: goal setting conference; pre-observation conference; classroom observation; mid-year comprehensive conference; post observation conference; final comprehensive evaluation conference.</p>
<p>c) Clear dismissal pathway for ineffective teachers and principals.</p>	<p>The Quality Review Priority Level of Implementation Plan is a step-by-step outline for school administrators to follow for ineffective teachers. (See attached document.)</p>



Quality Review Priority Level of Implementation Plan



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

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

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

Indianapolis Public Schools
Process Excellence-Continuous Quality Improvement



Quality Review Priority Level of Implementation Plan



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

PRIORITY LEVEL	SCHOOL ADMINISTRATOR RESPONSIBILITIES	AUDITOR RESPONSIBILITIES												
<input type="checkbox"/> MEDIUM MEDIUM PRIORITY: Areas that should be addressed 1 OR 2 times after the Quality Review. Area of Concern: <input type="checkbox"/> Domain 2: The Classroom Environment <input type="checkbox"/> Domain 3: Instruction	IMPLEMENTATION PLAN FOR ADMINISTRATOR <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Step 1</td> <td>Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed 1 or 2 times after the Quality Review.</td> </tr> <tr> <td style="text-align: center;">Step 2</td> <td>Principal or Assistant Principal will conduct a follow-up observation within 1 - 2 weeks of receipt of audit documentation, meet with the teacher, and discuss a plan. <input type="checkbox"/> Date Completed 1st Observation _____ <input type="checkbox"/> Meeting Date for Assistance Plan _____</td> </tr> <tr> <td style="text-align: center;">Step 3</td> <td>If documentation warrants continued observations, Principal or Assistant Principal will meet with teacher to develop a 3 - 5 week intervention plan. <input type="checkbox"/> Date of Intervention Plan Meeting _____</td> </tr> <tr> <td style="text-align: center;">Step 4</td> <td>If the teacher successfully completes the intervention plan, the Principal or Assistant Principal will continue with informal/formal observations. OR After deep conversations and support from Principal or Assistant Principal and if some improvement is noted, the intervention plan will continue with different types of support provided for 3 to 5 weeks. OR If NO progress is observed, the progressive discipline process begins.</td> </tr> </table>	Step 1	Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed 1 or 2 times after the Quality Review.	Step 2	Principal or Assistant Principal will conduct a follow-up observation within 1 - 2 weeks of receipt of audit documentation, meet with the teacher, and discuss a plan. <input type="checkbox"/> Date Completed 1 st Observation _____ <input type="checkbox"/> Meeting Date for Assistance Plan _____	Step 3	If documentation warrants continued observations, Principal or Assistant Principal will meet with teacher to develop a 3 - 5 week intervention plan. <input type="checkbox"/> Date of Intervention Plan Meeting _____	Step 4	If the teacher successfully completes the intervention plan, the Principal or Assistant Principal will continue with informal/formal observations. OR After deep conversations and support from Principal or Assistant Principal and if some improvement is noted, the intervention plan will continue with different types of support provided for 3 to 5 weeks. OR If NO progress is observed, the progressive discipline process begins.	MONITORING PLAN FOR AUDITOR <p style="text-align: center;">NOTE: Principal/Assistant Principal and the Auditor will be in weekly contact.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Step 3</td> <td>During the intervention plan, the Auditor will complete a 2nd teacher observation. <input type="checkbox"/> Date Completed 2nd Observation by Auditor _____</td> </tr> <tr> <td style="text-align: center;">Step 4</td> <td>If progress has been noted, the Auditor will complete a 3rd teacher observation to document improvement. <input type="checkbox"/> Date Completed 3rd Observation by Auditor _____</td> </tr> </table>	Step 3	During the intervention plan, the Auditor will complete a 2 nd teacher observation. <input type="checkbox"/> Date Completed 2 nd Observation by Auditor _____	Step 4	If progress has been noted, the Auditor will complete a 3 rd teacher observation to document improvement. <input type="checkbox"/> Date Completed 3 rd Observation by Auditor _____
Step 1	Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed 1 or 2 times after the Quality Review.													
Step 2	Principal or Assistant Principal will conduct a follow-up observation within 1 - 2 weeks of receipt of audit documentation, meet with the teacher, and discuss a plan. <input type="checkbox"/> Date Completed 1 st Observation _____ <input type="checkbox"/> Meeting Date for Assistance Plan _____													
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Step 3	During the intervention plan, the Auditor will complete a 2 nd teacher observation. <input type="checkbox"/> Date Completed 2 nd Observation by Auditor _____													
Step 4	If progress has been noted, the Auditor will complete a 3 rd teacher observation to document improvement. <input type="checkbox"/> Date Completed 3 rd Observation by Auditor _____													
<input type="checkbox"/> LOW LOW PRIORITY: Areas that should be addressed on an as-needed basis after the Quality Review. Area of Concern: <input type="checkbox"/> No concerns noted at this time.	IMPLEMENTATION PLAN FOR ADMINISTRATOR <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Step 1</td> <td>Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed during the year.</td> </tr> <tr> <td style="text-align: center;">Step 2</td> <td>The Principal or Assistant Principal will continue with informal/formal observations based on the cycle of the teacher's evaluation.</td> </tr> </table>	Step 1	Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed during the year.	Step 2	The Principal or Assistant Principal will continue with informal/formal observations based on the cycle of the teacher's evaluation.	MONITORING PLAN FOR AUDITOR <p style="text-align: center;">NOTE: Principal/Assistant Principal and the Auditor will be in contact on an "as-needed" basis.</p>								
Step 1	Documentation given to Principal or Assistant Principal by Auditor of areas that should be addressed during the year.													
Step 2	The Principal or Assistant Principal will continue with informal/formal observations based on the cycle of the teacher's evaluation.													

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

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

REVISED FINDINGS:

Teachers

In 2007, **Indianapolis Public Schools** adopted an *evidenced-based teacher evaluation model*, based on the work of Charlotte Danielson. This model focuses our attention on the major four domains of teacher supervision and evaluation: *Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment, and Teacher Professional Obligations*.

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

The district will modify its practices and policies to enable the full and effective implementation of the turnaround school model in the following ways.

Turnaround principals will conduct weekly walkthroughs, monthly informal observations, and **annually evaluate all instructional teachers**, differentiating performance across four rating categories.

The evaluation tool has two components:

- **Part I** is based on **student performance** (weighted at **51 percent**). To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)

- **Part II** is based on **teacher proficiencies** (weighted at **49 percent**). Four domains of performance, based on Charlotte Danielson's **A Framework for Teaching**, 2nd Edition, Evaluate Teachers' Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.

Evaluation ratings **distinguish levels** of effectiveness as: Unsatisfactory, Basic, Proficient, and Distinguished. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.

Flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.

- Turnaround principals have broader authority and flexibility in filling vacancies and are **not bound by current IPS Human Resources Processes** in placement of **displaced teachers**.
- Turnaround principals are able to **interview** and **select** teachers from **outside** as well as teachers within the district when hiring staff.
- Vacancies in the turnaround schools will go through a **Posting Process** (flexibility unlike traditional IPS high schools) to allow us to attract the best and the brightest.
- A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher **removal decisions** in **one or two weeks**.
- Turnaround principals will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.

In a June 24, 2010 meeting held with turnaround principals (Michael Sullivan at John Marshall and Deborah Leser at George Washington), the Turnaround Officer gave each principal the authority to select (not be assigned) their SIG-funded, full-time Cadre teachers (Cadre teachers instruct classes, while teachers participate in job-embedded professional development). Other staffing adjustments requested by turnaround principals for the upcoming 2010-11 school year were dealt with, including the removal of three (of four) special education teachers at John Marshall, effective immediately.

- Beginning August 15 through September 15, 2010, a newly-created three-member district administrative evaluation team will collect teacher effectiveness data for the Turnaround Officer. The evaluation team is comprised of individuals who worked to

design the new performance evaluations that will be used in turnaround schools beginning in the 2010-11 school year. Members include the former Chief of Human Resources, Office of Professional Growth Chief and a Supervisor involved in using the Charlotte Danielson Model to develop the new performance evaluation tool. Classroom observations will be conducted—using a three-tiered system that identifies those teachers who are highly-effective, those who have promise but some gaps needing support within a defined period of intervention, and those who are ineffective. This “second set of eyes” will support the principal’s efforts to ensure that turnaround staff is highly effective and supported through professional development.

- Across the school year, turnaround principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team.
- The Turnaround Officer 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.

Collaborative Work with External Provider, SchoolWorks

An **existing need identified by district leadership** prompts two identified tasks to further support turnaround efforts and ability to accomplish the changes needed for dramatically increasing student achievement and graduation rates:

- SchoolWorks will support school leadership’s work to examine and refine the **competencies, strategies and selection processes** currently used to identify new instructional staff. Revisions reflecting those competencies needed for the challenging work of turnaround schools will be determined and used as turnaround leaders strive to increase school capacity.
- SchoolWorks will support the turnaround principal and its Associate Superintendent/Turnaround Officer to develop and implement a **recruitment bonus initiative**, sufficiently-enticing to **attract and retain** highly-qualified instructional staff into the turnaround school (funds set aside in the proposed budget, Personnel Costs).
- **Monthly discussions** between the Associate Superintendent/Turnaround Officer and SchoolWorks will facilitate intentional progress (formative evaluation) checks to help us determine **adjustments needed in turnaround leadership, teachers’ capacity** to impact student impact, and the accountability of critical central office divisions.

Principals

Indianapolis Public School high schools principals are evaluated with a summative evaluation process each year by the Executive Director of Secondary Education. Turnaround principals will be annually evaluated by the Associate Superintendent of Curriculum/Instruction/Accountability (Turnaround Officer) with an intentional (formative) nine-week performance review. Weekly

walkthrough observations and data checks will be done by the Turnaround Officer to collect real-time evidence.

The turnaround principal evaluation will be performance-base driven, giving at least **51 percent** of the weight to the **performance of the turnaround school** (unlike traditional IPS high schools, weighted at 20 percent). To earn the maximum award, 75 percent of students must demonstrate proficiency (Pass) in multiple achievement categories, i.e., Graduation Rate, ECA English 10, ECA Algebra I, and ISTEP+. The remaining **49 percent** is based on the **principal's administrative performance**.

A new *Administrative Evaluative Rating Instrument* enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to those elements identified within the State's *Race to the Top* plan and the State administrators' licensing SLLA competency standards. New principal performance ratings will determine pay raises, job placements, promotions and dismissals. The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The **four broad areas to be evaluated** include: (1) Strategic Leadership (2) Curriculum and Instruction Accountability; (3) Supervision and Evaluation of Personnel; and (4) School Operations. Salary increases across the IPS district will be differentiated based on performance ratings.

- 90 – 100 points: Eligible for maximum bonus consideration
- 80 – 89 points: Eligible for a bonus consideration
- 70 – 79 points: Not eligible for a bonus consideration; a Performance Improvement Plan (PIP) is developed and implemented for administrator to continue in current position
- 69 and below points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) before termination of employment.

NOTE: While the same district evaluation tool and rating system will be used for *all* IPS building administrators, **turnaround principals will be held to a higher level of accountability**. Turnaround principals will be expected to demonstrate performance in the top two highest rating categories. Performance score ratings falling below 70 points will result in the immediate removal of the turnaround principal. If ratings fall in the 70-79 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent, the Turnaround Officer and the External Provider (SchoolWorks).

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

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

The following is an EXAMPLE of the **assessed components** for one of the broad evaluation areas (Area 2: Curriculum and Instruction Accountability).

Area 2: Curriculum and Instruction Accountability	Value	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Score	
2A. Data Collection and the Use of Data to Increase Student Achievement: <ul style="list-style-type: none"> • Demonstrates annual performance targets • Demonstrates measureable improvement in data points 	4	4	3	2		
2B. Impact of Title I Funding	3	3	2	1		
2C. Professional Development	3	3	2	1		
2D. Instructional Leadership: <ul style="list-style-type: none"> • Monitoring SIP strategies 	3	3	2	1		
	Value	Made AYP without Safe	Made AYP with Safe	Did Not Make AYP	Did Not Make	Score

		Harbor	Harbor	but Made Achievement Gains	AYP or Gains	
2E. AYP Status	12	12	8	4	0	
	Value	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
2F. Public Law 221 Status	4	4	3	2	1	0
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2G. Achievement of District's Strategic Plan Accountability Goals -- E/LA	4	4	3	2	0	
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2H. Achievement of District's Strategic Plan Accountability Goals -- MATH	4	4	3	2	0	
Total Points AREA 2	37					

A complete copy of the performance evaluation, detailing components for **all four** broad areas (Strategic Leadership, Curriculum and Instruction, Supervision and Evaluation of Personnel and School Operations), is provided in the attached *Appendices* document.

Because this is a new performance measure, the Turnaround Officer will solicit input from our External Provider SchoolWorks, to examine the merits of this evaluation tool (as well as the district rating system) for judging principals' effectiveness.

Extended-Time Learning Centers

As a Turnaround Model, the turnaround high school will extend learning time for students. Using SIG funding, we will add **three additional hours, five days per week** to the school day. Staffed by **certified teachers**, an *Extended-Time Learning Center* will offer instructional support to students for **27 weeks, Monday through Friday**, providing two intervention sessions: one from 2:30 to 4:00 p.m., and a second session from 4:00 to 5:30 p.m. each school day.

Working with the DA Coach, teachers will use 3-week Scrimmage test results—measuring proficiencies covered over that period of time within the district’s *Instructional Cycle* (curriculum pacing guide, aligned to Indiana Academic Standards), 9-week Diagnostic test results (benchmark assessments), and classroom grades to determine which students are **required to attend** the after-school intervention sessions. While all students will be encouraged to attend, struggling students will be assigned to intervention sessions. The turnaround principal will work with staff and students to identify **incentives** that will motivate students’ attendance. All incentives will be reasonable and allocable. Snacks will be provided and 9-week reward events planned for students who routinely attended sessions (e.g., 85 percent or more of the sessions). Students will identify highly-desired “reward events” (e.g., roller-skating party on Saturday, with transportation and entrance fees provided; free prom tickets, etc.). An end-of-year student, parent, staff and community partner dinner (e.g., a chili or spaghetti dinner) will celebrate student participation and achievement. While limited SIG monies are budgeted to help support the incentives component, we will be working with community business partners, as well as local churches, to support this effort.

Transportation home for participating students will be provided, following each extended-time session.

Greater detail regarding Extended-Time Learning is provided in **Section E, Question 8**.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
a) <i>Continuous</i> measurement of effectiveness of model’s implementation provided.	<p>ORIGINAL FINDINGS:</p> <p>Accountability protocol will be created for IPS central office, school personnel and any external consultants. A strong focus will be placed on using data and performance management to improve quality of teachers and learners. Periodic DATA reviews will be presented to the Associate Superintendent by the school leaders every nine weeks. District Curriculum and Instructional audits will take place every nine weeks focusing on targeted areas of needs (implementation and impact checks).</p>

REVISED FINDINGS:

Process Checks

An external consultant will conduct quarterly, onsite, *Process Checks* at each of the district's turnaround high schools during full-day interviews, data reviews and observations with key representatives of the project, including, but not limited to: principals; supplemental administrators; Grade 9 graduation coaches; representatives of teacher data teams, cadre teachers, future leaders, providers of student extended-time learning, and the external provider.

Information and evidence will be collected demonstrating that all components of the approved plan are operating with fidelity and contributing to the desired results. For *example*, interviews/data review/observations of the *Graduation Coach* will confirm:

- Research-based factors were used in identifying those incoming freshman at greatest risk of dropping out of school
- A cohort of those most at-risk have been identified for targeted oversight and intervention
- The coach can demonstrate that s/he is making meaningful links with community partners, or other entities, that support the unique needs of this cohort group (or other students)
- Credit accumulation is being tracked for all Grade 9 students; a Data Wall visually identifies and tracks (semester updates) the status of all freshman.
- Findings are reported to staff and interventions set in motion
- Expanded delivery of credit recovery options supports students already behind
- Formative evidence of effectiveness is provided

	<p>Findings from the <i>Process Checks</i> will be reported to the Associate Superintendent to inform implementation progress. Areas of apparent strength and weakness will be identified, enabling the district to routinely adapt implementation.</p> <p>The use of quarterly checks and reported findings will permit comparisons of progress from each <i>Process Check</i> to the next. Annual Reports will be presented and used to make adjustments, take corrective and plan for the upcoming year.</p> <p>Resume for Linda Miller, External Consultant for <i>Process Checks</i>, is provided in the attached <i>Appendices</i> document.</p>
<p>b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.</p>	<p>ORIGINAL FINDINGS: Based on the district Curriculum and Instructional audits (data), school administrators will reevaluate the elements of the model to make the needed adjustments.</p> <hr/> <p>REVISED FINDINGS:</p> <p>Operating George Washington and John Marshall Community High Schools as Turnaround Models, beginning in the 2010-11 school year, represents <i>Phase I</i> of a multi-year plan to annually increase the number of IPS schools operating school intervention models funded under Section 1003(g).</p> <p>Using findings from Quarterly Process Checks, IDOE monitoring site visits, and ongoing collaborative work with our External Provider (SchoolWorks), the Associate Superintendent/Turnaround Officer will sustain reform efforts, minimally, at four levels:</p> <p>(a) Findings from Quarterly <i>Process Checks</i>, IDOE monitoring site visits and ongoing collaborative work with our External Provider (SchoolWorks) will be reviewed by the Turnaround Officer and turnaround principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Turnaround Officer will support the turnaround principal by eliminating barriers that interfere with the efficient and effective implementation of</p>

	<p>the model.</p> <p>Simultaneously, the Associate Superintendent/Turnaround Officer will hold the turnaround principal accountable for maintaining fidelity to the model;</p> <p>(b) To keep key leadership apprised of turnaround school progress and to solicit their input and continuous support, data findings will be:</p> <ul style="list-style-type: none"> • directly reported to the Superintendent; • shared at weekly superintendent’s cabinet meetings; • periodically updated in the superintendent’s <i>Weekly School Board Notes</i>; and • reported quarterly to the School Board <i>Education Committee</i>. <p>(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 and graduation rates in <i>Phase I Turnaround Models</i> (John Marshall and George Washington Community High Schools); and</p> <p>(d) Findings from <i>Phase I</i> turnaround schools will offer subsequent intervention schools (<i>Phase II and III</i> high schools) with invaluable “lessons learned,” as the next round of intervention schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates.</p> <p>The resume of Dr. Li-Yen Johnson, Associate Superintendent/Turnaround Officer, is provided in the attached <i>Appendices</i> document.</p>
<p>c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</p>	<p>ORIGINAL FINDINGS:</p> <p>Funding resources will be re-allocated to allow for the sustainability of the newly created infrastructure. District and school leadership will collaborate to develop a continuous process for meeting the individual growth needs of all staff. District Literacy Office coaches and facilitators will provide professional development to</p>

continue with the intervention model. Title I will provide any needed additional resources (such as materials).

REVISED FINDINGS:

Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement and graduation rates, other local, State and federal resources will be repurposed to sustain effective SIG grant initiatives.

Professional development training in support of Reading Apprenticeship, Achieve3000, and Netbook professional development trainings

Following three years of training, supported by grant funding, staff will have the internal capacity to locally-provide and sustain training needs. Achieve3000 licensing fees to support differentiated interventions (RtI) could be sustained through IDEA.

WestEd is completing for an i3 Scale-Up grant award, and IPS is one of four partners.

*WestEd's approval as an i3 grant recipient would enable greatly-expanded and extended support to turnaround schools (and other IPS schools) for implementing *Reading Apprenticeship* literacy strategies across content areas over the **next five (5) years**.*

The i3 grant process, however, is extremely competitive—with very few actual awardees anticipated.

		<p>If <i>WestEd</i> does not receive the i3 grant, SIG grant monies will support turnaround school work over the next three years—with Title I monies sustaining this effort beyond the SIG grant funding period.</p>
	<p>15 days of extended-time Professional Development for Classroom Teachers, and 4 Cadre teachers (providing release time for classroom teachers' job-embedded PD) and Full-time Differentiated Accountability (DA) Coach</p>	<p>Potential funding source: Title I</p>
	<p>Performance-based financial awards; support for Future Leaders</p>	<p>Competitive grant application to the U.S. Department of Education (Teacher Incentive Awards); Gates Foundation</p>
	<p>Grade 9 Graduation Coach</p>	<p>Indianapolis Chamber of Commerce is competing for the i3 Grant Award to expand the size of grant support provided. This highly-competitive grant makes reliance on continued Chamber support very speculative. If use of the Grade 9 Graduation Coach proves as effective as we anticipate, alternative funding (most likely Title I) will be used to sustain this effort.</p>
	<p>Behavior Management Specialist</p>	<p>IPS special education School Improvement Coaches will shadow the Specialist over the course of his work</p>

		under this project. Over a 3-year period, they will become internal resources to sustain this training.
	Part-time Supplemental Administrator	General Fund, Staff Development
	Extended-Time Learning Center costs for teachers, bussing and security	Allowable costs under Title I
	Netbooks and Wireless Card fees	Technology grants
	External Provider, Quarterly Process Checks, and Project Manager	Capacity gained through leadership of provider should enable us to model practices acquired. With an established model for conducting process checks in place, administrative staff could assume. What would be lost, however, is the benefit of outside perspective.

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

➤ **Instructions:**

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

Turnaround Model

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

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

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>	<p>ORIGINAL FINDINGS: Guidelines from ED.gov: “If a school has begun implementation of one of the four models or components of one of the models within the last two years, it may apply to use SIG funds to continue to implement the full model.”</p> <p><u>New principal was selected on July 1, 2009</u> Recommended and selected by the Superintendent of Schools, Dr. Eugene G. White.</p> <hr/> <p>REVISED FINDINGS:</p>	Superintendent	July 1, 2009

	<p>Flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.</p> <ul style="list-style-type: none"> • Turnaround principals have broader authority and flexibility in filling vacancies and are not bound by current IPS Human Resources Processes in placement of displaced teachers. • Turnaround principals are able to interview and select teachers from outside as well as teachers within the district when hiring staff. • Vacancies in the turnaround schools will go through a Posting Process (flexibility unlike traditional IPS high schools) to allow us to attract the best and the brightest. • A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher removal decisions in one or two weeks. • Turnaround principals will have the authority to remove ineffective teachers, across the school year (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed. 		
Elements	Tasks/Steps	Lead Person/	Time Period

		Position	(month)
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>	<p>ORIGINAL FINDINGS: <u>Selection of New Staff</u> The new principal screened and selected the staff and rehired no more than 50% of current staff. IPS Human Resource Department worked together with the principal.</p>	*Principal *Human Resources	May 2009- July 2009
	<p>REVISED FINDINGS:</p>		
	<p>All instructional staff in turnaround schools will be evaluated based on <i>multiple measures</i> using both: measures of <i>student performance</i>; and measures of <i>teacher proficiencies</i>.</p> <ul style="list-style-type: none"> • Part I of the incentive is based on student performance (weighted at 51 percent). <p>To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)</p> <ul style="list-style-type: none"> • Part II of the incentive is based on teacher proficiencies (weighted at 49 percent) <p>Four domains of performance, based on Charlotte Danielson's A Framework for Teaching, 2nd Edition, Evaluate Teachers' Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.</p> <p>We are entering our second school year as a reconstituted school, having replaced the principal and more than 50</p>		

	<p>percent of staff last year. Existing staff were screened and newly-placed staff selected.</p> <p>To ensure that we are making those hiring decisions that will help us dramatically increase achievement and graduation rate, flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.</p> <ul style="list-style-type: none"> • The turnaround principal has broader authority and flexibility in filling vacancies and is not bound by current IPS Human Resources Processes in the placement of displaced teachers. • Turnaround principals are able to interview and select teachers from outside (as well as teachers within the district) when hiring staff. • Vacancies in the turnaround school will go through a Posting Process (giving them greater authority and flexibility than available to traditional IPS high schools) to allow turnaround principals to attract the best and the brightest teacher candidates. • A monthly report on the status of existing teachers' effectiveness, based on the newly-established (and turnaround principal-initiated) Administrative Evaluation Team observations, will allow Human Resources and the Associate Superintendent/Turnaround Officer to make teacher removal decisions—in 		
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	<p>turnaround high schools—in one to two weeks.</p> <ul style="list-style-type: none"> • Turnaround principals will have the authority to remove ineffective teachers, across the school year (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed. <p><u>Evidence of Commitment to the Turnaround Model Expectations</u></p> <p>In anticipation of approval as a SIG Turnaround Model, both turnaround principals met with Dr. Li-Yen Johnson (Associate Superintendent/Turnaround Officer) on June 24, 2010 to discuss adjustments needed for final approval of their SIG grant applications.</p> <p>During that extended meeting, turnaround principals were given the authority to make necessary staffing adjustments prior to the start of the 2010-11 school year.</p> <ul style="list-style-type: none"> • At George Washington, the new turnaround leader was placed on January 4, 2010 and by February the school was reconstituted with more than 60 percent of all staff (certified and classified) identified for removal at the close of the school year. <p>The turnaround principal used data and interviews to select existing staff that would remain, and recently identified new staff members for school year 2010-11. As a result, additional staffing changes prior to the start</p>		
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	<p>of the next school year are not viewed, by the turnaround principal, as necessary.</p> <ul style="list-style-type: none"> • At John Marshall only seven of 52 previously-existing staff remained by the end of the 2009-10 school year. Of those seven, five will be transferred prior to the start of the 2010-11 school year. <p>Notably, as a result of the June 24 meeting with the Turnaround Officer, and based on fully-unacceptable levels of student performance, three of the four special education teachers will be removed from John Marshall Community High School, effective immediately.</p> <p>Our external partner, SchoolWorks, has been made aware of the need for targeted intervention to better meet the needs of students with disabilities (as specified in Section D, Question 2).</p> <p>SchoolWorks is committed to providing expertise for improving staff performance in addressing the needs of special populations.</p> <p>As a recipient of SIG grant funds, we have asked our selected External Partner, SchoolWorks, (See Section D, 2) to support the following <i>self-identified</i> needs:</p> <ul style="list-style-type: none"> • SchoolWorks will support school leadership’s work to examine and refine the competencies, strategies and selection processes currently used to identify new instructional staff. Revisions reflecting those competencies needed for the challenging work of 		
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	<p>turnaround schools will be determined and used as turnaround leaders strive to increase school capacity.</p> <ul style="list-style-type: none"> SchoolWorks will support the turnaround principal and its Associate Superintendent/Turnaround Officer to develop and implement a recruitment bonus initiative, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school. <i>(Funds set aside in the proposed budget, Personnel Costs).</i> 		
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<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p>ORIGINAL FINDINGS: <u>Growing future “Turnaround” Leaders</u> The principal will work with the Curriculum & Instructional Accountability Division to train future leaders on a value-based leadership program focusing on the following areas: Teaching & Learning; Beliefs & Orientation; Strategic Management; and Leadership Qualities. <u>Financial Incentives based on Student Growth</u> All teachers will have the opportunity to receive financial incentives based on student data and teacher evaluation—Teacher Incentive Program. Part I of the incentive is based on data (50%): ISTEP/ECA Test Scores (75% of students Pass test); Benchmark Scores (all four are 75% for 75% of the students); Scrimmages (75% of scrimmages are in yellow or green area); SRI Scores (scores improve from 1st test to second to third test for 75% of the students); Final Course Grades (75% of the students have B’s or higher in their final core subject grades); End of Semester/End of Year Exams (75% of the students show improvement from the end of semester to the end of year). Part II of the incentive is based on teacher</p>	<p>*Principal *Curriculum & Instruction Division</p>	<p>August 2010- May 2013</p>
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	<p>evaluation in proficient or above (50%): Planning and Preparation (Knowledge of Content & Pedagogy, Knowledge of Student Setting Instructional Outcomes, Knowledge of Resources, Designing Coherent Instruction, Assessing Student Learning); The Classroom Environment (Creating an Environment of Respect And Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space); Instruction (Communicating with Students, Using Questions and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness); Professional Responsibilities (Reflection on Teaching, Maintaining Accurate Records, Communication with Families, Participating in a Professional Community); Evidence of a “Master Teacher” (Examples: Intervention Strategies, Accelerated Learning Activities, Student Projects, Technology Integration).</p>		
	<p>REVISED FINDINGS:</p> <p>As a turnaround school, responsible for reconstituting staff and dramatically changing instructional practices that will significantly influence increased student achievement and graduation rates, we fully-understand that the most critical factors in our success will be the effectiveness of our leadership and our instructional staff.</p> <p>The financial and programmatic supports available through the SIG grant funding will play a vital role in supporting that work. As described throughout this application, significant professional development trainings and new tools for <i>all instructional staff</i>—as well as extended-time learning opportunities for the students we serve—will contribute to staffs’ ability to positively impact student achievement.</p> <p><u>Support for new and struggling teachers</u> is an important component of this work. Overall strategies for supporting</p>		

	<p>these individuals include:</p> <ul style="list-style-type: none"> • Turnaround building administrators will conduct weekly classroom observations and provide feedback relevant to teachers' effective practices and areas requiring continued development. • New performance-based annual teacher evaluations will be conducted by turnaround building leadership and struggling teachers will be given opportunities for (and directed to obtain) support to improve their practices (via both job-embedded/during school hours assistance, as well as extended-time/beyond the regular school day, week or year). • Through the use of four, full-time and experienced Cadre teachers, classroom teachers will be routinely released from classrooms to increase their competencies by participating in professional development. <p>Weekly content-area teacher meetings will be offered by the DA coach to help teachers interpret formative assessment results (e.g., 3-week Scrimmages, 9-week Diagnostics) and discuss strategies for adjusting instructional practices and identifying students for additional intervention.</p> <ul style="list-style-type: none"> • The DA Coach, turnaround principal and two content (literacy and mathematics) facilitators will model 		
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	<p>instruction, as needed.</p> <ul style="list-style-type: none"> Teachers will be able to observe other exceptional teachers' instruction, through classroom release, enabled by Cadre teachers. Teachers will also have 15 paid days of professional development for training opportunities that occur <i>outside the regular school day, week or year</i> (e.g., multi-day summer trainings for implementing <i>Reading Apprenticeship</i> and <i>Achieve3000</i> and <i>Netbook</i> trainings; monthly Saturday <i>Open Lab</i> trainings available to provide <i>supplementary</i> support, as needed). <p>With the approval of the turnaround principal, teachers will be able to attend professional development outside the district (e.g., university offerings, workshops providing professional development in areas targeted for teachers' individual growth).</p> <ul style="list-style-type: none"> John Marshall operates on an 8-period day, with teachers instructing for seven of the eight periods. This approach (as opposed to six instructional periods) ensures that instructional class sizes are smaller and more manageable. <p>Subject-area team meetings and Professional Learning Communities (PLC) trainings (for helping teachers build common language and understand important instructional strategies and to interpret and effectively use data findings) will occur after school, supported by</p>		
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	<p>SIG grant funding.</p> <ul style="list-style-type: none"> • John Marshall has six brand new <i>Teach for America</i> and Marian University <i>Teaching Fellows</i> (with mentors provided through those programs). To support their professional growth, the turnaround principal will pair each teacher with a seasoned teacher. <p><u>Strategies to retain our most effective staff include:</u></p> <ul style="list-style-type: none"> • Teachers will have opportunities to earn additional hourly-pay for instruction provided during after-school, Extended-Time Learning Center interventions (up to three hours daily). • Differentiated financial incentives, up to \$5,000 annually, will be available for teachers meeting student and individual performance goals. • Recognizing the importance of, and need for, shared leadership, turnaround principals will identify five (5) promising teachers for three years of ongoing, targeted professional growth as future turnaround leaders. <p>These emerging leaders will benefit from extended-time learning provided by district and external experts—both inside and outside of the district. The SIG grant will support 40-paid hours, annually, of professional leadership growth.</p> <p>Gaining knowledge and confidence, Future Leaders will assume leadership roles within the turnaround schools.</p>		
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	<p>Our external partner, SchoolWorks, will be an integral partner in framing the syllabus and supporting this career-growth model.</p> <p>As described in Section D, Question 2, our external provider, SchoolWorks, will support the turnaround principal (and Turnaround Officer) in its teacher recruitment and retention strategies by providing two supportive deliverables:</p> <ul style="list-style-type: none"> • To more successfully recruit and retain highly-effective teachers, SchoolWorks will work with turnaround leaders to develop and implement a recruitment bonus initiative, for use in the turnaround high school. (Funding to support this initiative is set aside in the proposed budget, under <i>Personnel Costs</i>). • To ensure that our teacher recruitment process results in the identification of individuals with the competencies needed for the challenging work of turnaround schools, SchoolWorks will examine and help turnaround leadership make necessary refinements in our candidate selection process (e.g., the competencies we seek; the interview questions used; the effectiveness evidence we solicit). 		
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	ORIGINAL FINDINGS: <u>Job-Embedded Professional Development provided by Professional Development Support</u>	*Principal *Literacy Office	Summer 2010 Continuous

	<p><u>Teachers</u> Certified teachers will provide classroom support to content teachers for professional development throughout the year during weekly PLC's (professional learning communities). Five (5) professional development support teachers will be hired for in-house professional development. Training of the support teachers will occur with the district literacy and math departments.</p>	*Curriculum & Instruction Division	training through-out year – May 2013
<p>REVISED FINDINGS:</p> <p>A particular strength of the turnaround strategy is the involvement of SIG-funded Cadre Teachers. The Cadre Teachers are certified, district-reserve teachers who are experienced and well-regarded professionals. They understand building routines and procedures and can ensure that learning continues while classroom teachers are away from their students.</p> <p>While district Cadre Teachers are available to provide periodic teacher release time in other IPS schools, through the support of SIG grant funding, four full-time Cadre Teachers will be permanently placed in the turnaround high school to support the continuous job-embedded professional development of turnaround teachers. Unlike other district school <i>assignment</i> of Cadre Teachers, the turnaround principal has been authorized to <u>select</u> those Cadre Teachers most qualified to meet building needs.</p> <p><u>Cadre Teacher Effectiveness</u></p> <p>To make certain that district Cadre Teachers are appropriately qualified to assume all content-area classroom supervision—and ensure that learning continues while the</p>			

	<p>teachers receive professional development—Cadre Teachers collectively participate in weekly, district-sponsored trainings. Each Friday, they report to the Professional Development Center (formerly Forest Manor Middle School) for a full-day of professional development, facilitated by Content Directors.</p> <p><u>Examples</u> of Cadre training topics and opportunities include:</p> <ul style="list-style-type: none"> • IUPUI professors provide a 5-Friday series of training to help Cadre Teachers effectively work with students to differentiate instruction by using engaging and small group instructional strategies. • Cadre Teachers continuously learn pedagogy and classroom management strategies. • They will participate and receive ongoing support in the effective use of <i>WestEd's Reading Apprenticeship</i> and the <i>Achieve3000</i> initiatives, as well as using <i>Netbooks</i> to engage student learning. • Cadre Teachers receive training in effectively using <i>Scrimmage</i> assessment data to inform their instructional focus and strategies. • District content directors and facilitators (for English, Mathematics, Social Studies and Science) provide Cadre Teachers with effective strategies for working across the various content areas. 		
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- Since Cadre Teachers know their monthly schedules (i.e., which classes/content areas for whom they will relieve classroom teachers for job-embedded professional development), a portion of each Friday Cadre Teacher Training is set-aside for individual and collaborative work in preparing for the following week's assignments.

Background on Title I School Improvement (SI) Coaches versus the Differentiated Accountability (DA) Coach Support

As a school in Title I improvement status, the turnaround school (like other IPS high schools in improvement status) shared a part-time, 3-member Title I school improvement (SI) coaching team among six other schools. The SI coach team was comprised of a **part-time** data coach, literacy coach, and math coach.

The SI coaches were scheduled, generally on a weekly basis, to support teachers' interpretation and use of data results to inform and adjust instruction. As the turnaround school advanced into higher levels of school improvement status (under IDOE's new Differentiated Accountability system), the turnaround school became eligible for a **full-time Differentiated Accountability (DA) coach** during the 2009-10 school year. This full-time Title I-funded DA coach *replaced the part-time, intermittent support previously provided by the 3-member SI coaching team.*

As a Turnaround Model school, the AYP accountability baseline (school improvement status) will be re-established. This will render the turnaround school as "ineligible" for

	<p>special Title I school improvement monies used, last year, to fund the full-time DA Coach. With the strong recommendation of the turnaround principal (based on prior-year knowledge and demonstrated performance of the DA Coach), SIG grant monies will be used to sustain the full-time DA Coach position in the turnaround school, across the grant funding period.</p> <p><u>Selection and Qualifications of DA Coaches</u></p> <p>The turnaround high school DA Coach was identified and selected based on guidelines provided by the Indiana Department of Education, Title I Office:</p> <ul style="list-style-type: none"> • A minimum of 5 years of successful classroom teaching experience • Master’s degree preferred with concentration in reading/math education • Highly effective interpersonal and group communications skills • Strong knowledge base of best practices in instruction • Strong work ethic, self-directed, and self-motivated <p>DA Coaches are expected to have deep knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> • <i>Data:</i> Reading, interpreting, and applying it to determine appropriate instruction with the ability to teach others to do the same • <i>Research-based reading and language arts programs:</i> Knowledge of a variety of programs, their research base, and their appropriate application to specific students and settings • <i>Instructional practices for struggling students:</i> Ability 		
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	<p>to model for other teachers and from coaching to solo implementation</p> <ul style="list-style-type: none"> • <i>Collaboration</i>: The ability to work well with others, encourage and support them • <i>Skilled observations</i>: Observations of teachers and students are to be supportive rather than evaluative • <i>Professional Development</i>: High quality communication skills; knowledge of research and ability to share effectively with others <p><u>Professional Development to Support the Work of the DA Coach</u></p> <p>Continuous professional development of the DA Coach occurs at two levels:</p> <p>1) Greg McDermott, a former successful school principal, was selected by district officials to work with the District Data Warehouse team and to provide coaches with the training and technical support needed to interpret assessment data results.</p> <p>For example, immediately following the scoring of <i>Scrimmage</i> and <i>Diagnostic</i> (and other) assessments, DA coaches are convened for professional development training with McDermott to review, discuss and interpret data results, <i>prior to</i> the DA coach’s training with turnaround school staff.</p> <p>The Rooney Foundation serves in an advisory capacity for IPS and its development of a “real-time” data warehouse. Work is underway to provide easily-accessible data for</p>		
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	<p>teachers' use in grouping students for instruction and selecting more effective intervention strategies for targeted students. Once the new technologies are available, the Rooney Foundation will help support the professional development training of district data coaches, differentiated accountability coaches and school improvement coaches in accessing and using real-time data.</p> <p>2) The DA coach also receives ongoing 2-hour trainings, every other week, from Phyllis Barnes to effectively use data results to inform instructional adjustments and interventions.</p> <p>Barnes is the former principal of Longfellow Middle School. Under her leadership, Longfellow, a school in improvement status, turned around its performance to come out of school improvement with some of the district's highest performance scores. When Longfellow Middle School was closed, Barnes was selected to supervise, train and monitor secondary coaches to help other poor-performing secondary schools better use data to inform instruction. Because she's an experienced secondary principal, Barnes serves as an effective bridge between the data coach and the turnaround principal.</p> <p><u>Bi-monthly training topics for using the data to inform instruction include:</u></p> <ul style="list-style-type: none"> • Co-teaching models: How to effectively implement to improve student achievement • Building collegial relationships with teachers and 		
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	<p>principals for effective learning</p> <ul style="list-style-type: none"> • School improvement plan: Role of coaches • Curriculum resources/tool box: How to effectively assist teachers in using resources • Developing and scoring school-wide writing prompts for middle school over/under students • Building academic vocabulary • Book study each session (30 minutes): Building academic vocabulary (ASCD) • Writing classroom observations for administrators • Data rooms: Use of data to drive instruction • Productivity vs. menial work • How to track student progress and provide support • Guidelines to effective demonstration lesson • Student interventions that work • Planning and coordinating school and district-based professional development opportunities linked to individual and group professional development plans and job competencies • Collaborating with teachers to construct exemplary 		
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	<p>lessons based on Indiana Academic Standards</p> <p>All secondary instructional, data and DA coaches are required to attend ten, 6-hour planning/professional development sessions.</p> <p><u>Sessions I and II:</u> What is an effective instructional coach and how does a coach impact and improve student achievement in a school? Coaches are required to write action plans and specific goals for their schools (based on data) for the first three weeks of school.</p> <p><u>Session III:</u> Integrating technology into the content areas and assisting teachers in the classroom to monitor students more effectively, letting students do the work.</p> <p><u>Session IV:</u> Site visits to conduct K-12 walkthroughs, collect findings, and discuss student engagement, rigor, “good” teaching, and how to give teacher feedbacks, following walkthroughs.</p> <p><u>Session V:</u> Part II of integrating technology in the content areas and assisting teachers through demonstration lessons, via a podcast.</p> <p><u>Remaining sessions</u> focus on completing action plans; analyzing data for each school; E/LA and math assessment schedules (in order to assist teachers in following the district’s <i>Instructional Cycles</i>; more effective scheduling to better meet the needs of the schools; setting meetings with the principal to discuss school data and actions plans; and preparing packets for school-wide writing prompts for the first week of</p>		
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	<p>school.</p> <p><u>Job-Embedded Professional Development for Classroom Teachers</u></p> <p>Classroom teachers are released (generally in 1-hour increments) for job-embedded professional development provided by:</p> <ul style="list-style-type: none"> • The full-time, SIG-funded, Differentiated Accountability (DA) coach for weekly content-area teacher meetings to interpret assessment data results (from 3-week <i>Scrimmages</i>; 9-week <i>Diagnostics</i>; ISTEP+, and ECA); use findings to adjust instructional practices; share best practices; and identify student intervention needs. • District-level content-area directors and content facilitators to further support trainings and ongoing support associated with the <i>WestEd Reading Apprenticeship</i> and <i>Achieve3000</i> initiatives. The Turnaround Officer/Associate Superintendent will assign highly-regarded district literacy and mathematics facilitators to model instruction and support the work of turnaround teachers, two-days per week, in each turnaround school. • Weekly, Professional Learning Communities (PLC) meetings, will be held for content-area teacher teams to develop common language and institute effective strategies and practices across curricular areas. Targeted 		
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	<p>areas of focus will be based on needs assessment data findings and formative (e.g., <i>Scrimmage, Diagnostic</i>) assessment results.</p> <ul style="list-style-type: none"> • The turnaround principal, district literacy and mathematics facilitators, and the DA coach model instruction in teachers' classrooms. • Daily classroom observations of instructional staff, conducted by turnaround building administrators, enable leadership to readily identify best practices that warrant observation by other colleagues. Principals provide feedback to observed teachers to praise effective practices and to identify areas requiring further support through professional development opportunities. • Using release time covered by full-time Cadre Teachers, classroom teachers will observe instruction in the rooms of colleagues who have demonstrated effectiveness in managing their classrooms, engaging students, and meeting students' needs by differentiating instruction to increase academic performance. <p><u>Professional Development to Address Unique Teacher Needs</u></p> <p>In the past, professional development efforts for instructional staff have been, understandably, <i>district-driven</i>. Examples include recent, district-wide, professional development training for using the new, uniform</p>		
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	<p><i>Instructional Cycles</i> (curriculum pacing guides, aligned to State Academic Standards) and relevant formative assessments (3-week <i>Scrimmages</i> and quarterly <i>Diagnostic</i> (benchmarks) aligned to the academic standards.</p> <p>While district-driven professional development of this nature is invaluable, training needs unique to individual schools (or individual teachers) have not enjoyed this same level of support. With four full-time Cadre Teachers on staff, professional development activities will be occurring daily, involving collaborative work of instructional leaders, coaches, district content directors and content facilitators, and subject-area teachers and individual teachers.</p> <p>Teachers will be able to use Cadre release time to participate in personal development—to observe and learn from best practices used by colleagues in other classrooms. As individual teacher needs are identified through performance evaluation or administrators’ classroom observations, teachers will be directed to professional support either through (a) job-embedded/during-school release time, using the Cadre Teachers to cover their classrooms; or (b) extended-time/beyond-the-regular-school-day, -week or -year professional development opportunities.</p> <p>Extended-time learning opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> • Multi-day summer trainings for the implementation of three instructional strategies to improve literacy comprehension across content areas at the turnaround school: <i>WestEd’s Reading Apprenticeship</i>; 		
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	<p><i>Achieve3000</i>, and <i>Netbook</i> trainings.</p> <p>These trainings are required and teachers are paid their hourly rate to participate.</p> <ul style="list-style-type: none"> Teachers who struggle or desire additional support may attend <i>Open Lab</i> trainings (offering up to 6-hours of training opportunities, one Saturday per month). In general, <i>Open Lab</i> training is optional for teachers. Those attending are paid at their hourly rate—through the SIG-funded extended-time PD days (up to 15 days available, per content teacher, at John Marshall and 17 at George Washington). <p>Turnaround teachers identified as <i>requiring additional training</i> (e.g., via principal referrals based on classroom observations or teachers’ performance evaluation results) must participate in additional training—either through <i>Open Lab</i> or other trainings identified by the turnaround principal. Teachers are paid at their hourly-rate to attend required extended-time professional development.</p> <ul style="list-style-type: none"> <u>All turnaround teachers</u> are expected to participate in job-embedded professional development (conducted weekly). Their participation is enabled, as Cadre Teachers cover classroom instruction during teachers’ professional development training, e.g., for DA Coach data meetings (to interpret assessment results, use data to adjust instruction and identify student intervention needs), Professional Learning 		
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	<p>Communities weekly trainings to build common language and share best practices (scheduled during the day at George Washington and after school/paid at John Marshall), to work with and learn from district content area directors and facilitators, and to observe best practices in colleagues' classrooms.</p>		
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<p>5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i></p>	<p>ORIGINAL FINDINGS: <u>Governance Structure</u> With the approval of the Indiana Department of Education, Indianapolis Public Schools is researching and investigating external providers/partners that will help schools diagnose issues (including district-level baseline assessments of operating conditions and district and building capacity) and design an instructional approach that will lead to student success. IPS will determine the external provider by mid-May 2010.</p> <hr/> <p>REVISED FINDINGS:</p> <p>With only two schools operating as turnarounds during 2010-11, an actual Turnaround Office will not be staffed and physically-housed within the district's administrative offices. The district is committed to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other high schools—to make it happen.</p> <p>The principal will be supported by the district through a direct-report to the Associate Superintendent (the</p>	<p>*Associate Superintendent</p>	<p>May 2010</p>
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	<p>Turnaround Officer), thus enabling relief from the traditional organizational structures that exist in the nation’s largest and most-complex educational systems. When barriers to accomplishing needed reform are encountered, the Associate Superintendent will intervene to clear those obstacles.</p> <p>Demonstration of the Benefits of a “Direct-Report” to the Turnaround Officer</p> <p>As explained below, in non-turnaround schools, staffing changes require multiple administrative and contractual steps, when attempting to take action regarding ineffective teachers. A comparison between the traditional process for IPS schools and the process for turnaround schools follows.</p> <p><u>Traditional Steps Required for IPS Administrators to Remove Ineffective Teachers</u></p> <p>When a teacher is deemed as having high-priority needs (unacceptable performance) in <i>Evaluation Domain 2</i> (classroom environment) or <i>Evaluation Domain 3</i> (instruction), the following action steps must take place in non-turnaround schools:</p> <ul style="list-style-type: none"> • An administrator must document that at least two follow-up observations were conducted within five days of the initial findings; meet with the teacher; and develop a 3-week assistance plan. Content directors and school improvement coaches must be involved in the implementation of the assistance plan by providing in-class support in the targeted areas of poor performance. 		
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	<ul style="list-style-type: none"> • During this 3-week assistance period, the administrators must observe the teacher 2 or 3 times per week and progress meetings must be held weekly with the teacher. • If documentation warrants continued assistance and the teacher is making progress with the assistance plan, the administrator must meet with the teacher to develop a 3-to-5 week intervention plan. • If the teacher successfully completes the intervention plan, the administrator must continue with informal/formal observations to ensure that progress is continuing. • If a teacher displays continued disregard of professional obligations (e.g., no lesson plans, failure to use pacing guides, no curriculum mapping, no assessment), the progressive discipline process begins. • The Administrator then uses <i>Progress Discipline Steps</i> to reprimand, suspend, and finally dismiss the teacher. This process is to be completed within 4-6 weeks. <p>Actions required to remove a teacher, among non-turnaround schools, also involve multi-layered administrative conversations, minimally including:</p> <ul style="list-style-type: none"> (a) The principal meets with the Executive Director of Secondary Education; (b) Then the executive director works through the Associate Superintendent; and (c) The associate superintendent works with the Director of Human Resources. 		
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	<p>For a <u>turnaround principal</u>, the process is streamlined.</p> <p>Staff identified as unwilling or unable to do the work required can be replaced by the turnaround principal working directly through the Turnaround Officer (Associate Superintendent), who then collaborates with the Director of Human Resources to make necessary changes within a two-week period.</p> <p><u>Impact Evidence of Direct-Report to the Turnaround Officer/Associate Superintendent</u></p> <p>In a meeting held by the Turnaround Officer (Associate Superintendent) and turnaround principals on June 24, 2010, building leaders experienced—first-hand—the value of this governance change.</p> <p>When asked by the Turnaround Officer (Dr. Li-Yen Johnson) whether any additional staffing changes were needed, prior to the start of the 2010-11 school year, principals’ responses led to immediate action by the Turnaround Officer.</p> <ul style="list-style-type: none"> • Turnaround principals were given the authority to personally select the four, full-time Cadre Teachers to be placed in the turnaround buildings (as opposed to accepting those “assigned” to schools by the district’s central office staff). • Three special education teachers were reassigned out of John Marshall. 		
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	<ul style="list-style-type: none"> • To streamline communications and to ensure that principals have the time and the autonomy needed to lead school reform efforts, all district/program demands on turnaround principals' time will be channeled through the Turnaround Officer. <p>Flexibility has been provided to the turnaround school for hiring, retaining, transferring and replacing staff.</p> <ul style="list-style-type: none"> • Turnaround principals have broader authority and flexibility in filling vacancies and are not bound by current IPS Human Resources Processes in placement of displaced teachers. • Turnaround principals are able to interview and select teachers from outside the district as well as teachers within the district when hiring staff (unlike other IPS schools). • Vacancies in the turnaround schools will go through a Posting Process (flexibility unlike traditional IPS high schools) to allow us to attract the best and the brightest. • A monthly report on the status of existing teachers' effectiveness (prepared by the new 3-member Administrative Evaluation Team) will allow HR and the Associate Superintendent/Turnaround Officer to make teacher removal decisions in one or two weeks. <p>Turnaround principals will have the authority to remove ineffective teachers, across the school year (no similar</p>		
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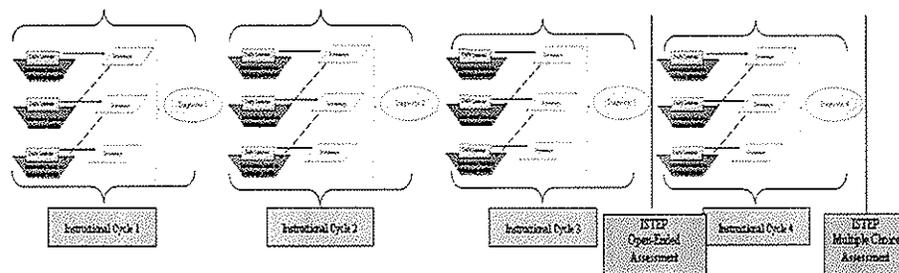
	<p>authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.</p> <ul style="list-style-type: none"> • Dr. Eugene White, Superintendent of IPS, submitted a <i>Cover Letter</i> with the grant proposal, acknowledging his appointment of Dr. Johnson as the Turnaround Officer, giving turnaround principals direct reporting authority to her that will enable relief from traditional organizational structures encountered that may impede needed reform. It is his expectation that he receive updates at weekly Cabinet meetings. • Dr. Johnson will be in the turnaround schools every week, observing instructional practices, collecting findings that will contribute to the turnaround principal's performance evaluation, and helping turnaround principals address barriers that interfere with turnaround efforts. • Throughout the SIG grant period, the Turnaround Officer will work closely with the External Provider, SchoolWorks, to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement and graduation rates. <p>This partnership provides two critical components of a successful turnaround effort.</p>		
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	<p>1) SchoolWorks brings the experience and the competencies needed to change school culture, policies and practices that result in the increased effectiveness of leadership and teaching, thereby influencing increased student achievement.</p> <p>2) Dr. Johnson brings the commitment to supporting turnaround principals, direct access to the Superintendent, the authorization to dedicate significant time to turnaround schools, and the know-how and authority to quickly take necessary actions identified by SchoolWorks and turnaround principals.</p> <p>Dr. Li-Yen Johnson’s resume is provided in the attached <i>Appendices</i> document.</p>		
<p>6. <i>Use data to implement an aligned instructional program.</i></p>	<p><u>ORIGINAL FINDINGS:</u> <u>Implement Reading Apprenticeship</u> A new instructional approach, Reading Apprenticeship, is designed to help students across grade level and across all subject areas to successfully read and comprehend reading text. Reading Apprenticeship is an inquiry-based framework that is designed to deepen students’ engagement and thinking about the text through metacognitive conversations. With the assistance of <i>WestEd</i>, all content area teachers will be trained on the principles of Reading Apprenticeship in the summer of 2010 (3-day professional development training) with follow-up throughout the year by the IPS District Literacy Office coaches and facilitators that are assigned to the building (weekly). <u>Research:</u> Reading Apprenticeship is on the ed.gov website “What</p>	<p>*Principal *District Literacy Office</p>	<p>Summer 2010 Continuous training through-out year – May 2013</p>

	<p>Works Clearinghouse.” The National Center for Education Evaluation and Regional Assistance states that Reading Apprenticeship is, “a complex of set of interrelated components that together enable content teachers to engage students as critical readers.” In five studies conducted since 1997, students whose teachers participated in RA training have become more confident, engaged and strategic readers (<i>WestEd</i>). From our data findings, Reading Apprenticeship will close the achievement in all content areas and increase academic literacy which will lead to improved student achievement in all content areas.</p>		
	<p>REVISED FINDINGS:</p> <p>Triangulated key findings from our examination of student needs revealed significant teacher deficiencies in adequately preparing students to master Indiana academic standards. A root cause was the lack of a uniform accountability system for what would be taught (by all teachers), how students’ progress in attaining required skills across the school year would be monitored, and what would be done to adjust instruction as student needs were identified.</p> <p>Beginning in the 2010-11 school year, all content teachers in the turnaround schools will be accountable for: (a) using new <i>Instructional Calendars</i> (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform 3-week formative assessments (<i>Scrimmages</i>) and quarterly assessments (<i>Diagnostics/Benchmarks</i>); (c) using formative assessment results to adjust instruction and provide targeted interventions (including the supplemental use of <u>Achieve3000</u> differentiated lessons, and referring students to new <u>extended-time</u> opportunities at the High School’s Learning Center from 2:30 – 5:30 p.m.); 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 		

	<p>(periodically revisited) using a 9-week <i>Instructional Calendar</i> (pacing) covering four <i>Instructional Cycles</i> across the school year.</p> <ul style="list-style-type: none"> • Within Cycle 1 (the first 9-weeks of the school year), identified standards will be taught with <i>Scrimmage</i> assessments administered every three weeks. Daily lessons prepare students for the 3-week <i>Scrimmage</i> tests. • <i>Scrimmage</i> is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers). • Disaggregated results are back to teachers within two days. <i>Scrimmage</i> 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. • Re-teaching occurs (including the use of Achieve3000 differentiated lessons on the students’ Netbooks. Achieve3000 lessons are aligned to Indiana academic standards). • Within an Instructional Cycle (9-weeks), three <i>Scrimmage</i> assessments prepare students for quarterly <i>Diagnostic</i> (Benchmark) Assessments. These diagnostic assessments gauge students’ progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments. <p>Each new <i>Instructional Cycle</i> (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught</p>		
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standards. The following illustration shows the Four Instructional Cycles across the school year.



SIG funding will support teachers at multiple levels to ensure that they have the skills and the tools needed to dramatically increase student achievement.

Who Monitors School Level Data?

Turnaround principals are responsible for monitoring school level data and ensuring that teachers are able to interpret assessment results and use them to inform instruction. To accomplish that, classroom teachers will be released (generally in 1-hour increments) for **job-embedded professional development** provided by the full-time, SIG-funded, Differentiated Accountability (DA) coach. In **weekly, scheduled sessions**, content-area teacher meetings are held with the DA Coach to:

- **interpret assessment data results** (from 3-week *Scrimmages*; 9-week *Diagnostics* and *Acuity*; ISTEP+, and ECA);
- **support teachers'** use of testing results to **adjust instructional**

	<p>practices;</p> <ul style="list-style-type: none"> • share best practices; and • identify student intervention needs. These formative assessment results also will be used to identify students who will be required to attend Extended-Time Learning Center sessions, and will serve as the basis for the extended-time design of teachers’ structured intervention instructional strategies. <p>Within the new teacher performance evaluation, teachers are judged—in part—on their implementation of strategies provided through professional development trainings.</p> <p><u>Monitoring Data from <i>Achieve3000</i></u></p> <p>Through SIG grant funding, a web-based intervention tool, <i>Achieve3000</i>, will be used to help teachers help students reach higher levels of achievement—across all content areas. The reporting capabilities in <i>Achieve3000’s Teenbiz</i> allow teachers and administrators to see aggregate use and performance reports that are updated every 24 hours—around midnight. These reports provide teachers and administrators with frequency of use, completion of assignments (date and time stamped), and the level of mastery appropriate for the students’ zone of proximal development.</p> <p>Since Netbooks are taken home by students and <i>Achieve3000</i> assignments (e.g., articles based on teachers’ instructional goals, themes or topics) may be accessed 24/7, reports are generated by <i>Achieve3000</i> for teachers, showing after-school use.</p> <p>Multi-day, extended-time professional development training will initially be provided to teachers by <i>Achieve3000</i> experts, showing them how to:</p>		
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	<p>(a) use <i>Achieve3000</i> with their students, via students' individual <i>Netbooks</i>; and</p> <p>(b) access real-time data to monitor students' use, proficiency rates, and growth in using <i>Achieve3000</i>.</p> <p>Ongoing, job-embedded professional development will be provided to teachers, during PLC trainings--led by content area directors and content facilitators (trained by <i>Achieve3000</i> staff)--to support classroom teachers' most-effective use of the supplementary instructional tool. Teachers also have the option of receiving additional, individual support during monthly Saturday <i>Open Lab</i> trainings.</p> <p><u>Monitoring Credit Accumulation</u></p> <p>The SIG-funded Grade 9 Graduation Coach will track and biannually report (to all staff) the rate of credit accumulation of turnaround school freshmen. A data wall will disaggregate credit attainment data to visually-document the number/percentage (and which students) are on-track for obtaining 10 (of 40) required graduations credits; how many are nearly on-track; those behind; and those at highest-risk of dropping out, due to lack of credit accumulation.</p> <p>Instructional practices in coursework with the lowest percentages of credit attainment will be examined. Interventions for students falling behind will be implemented.</p> <p><u>Monitoring through Quarterly Process Checks</u></p> <p>As part of the quarterly onsite <i>Process Checks</i>, the external consultant</p>		
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	<p>will require evidence demonstrating teachers’ and principal’s use of formative assessments to monitor student progress, adjust instructional practices, and target appropriate student interventions that address identified weaknesses.</p> <p>The Turnaround Officer and external provider, SchoolWorks, will continuously use data to track the progress of the turnaround school, identify areas of greatest need, and take corrective action.</p> <p><u>Teachers Are Trained to Adjust Instruction</u></p> <p>Through the use of four, full-time and experienced Cadre teachers, classroom teachers will be routinely released from classrooms to increase their effective use of data competencies by participating in professional development. Weekly content-area teacher meetings will be offered by the full-time DA Coach to help teachers interpret formative assessment results (e.g., 3-week <i>Scrimmages</i>, 9-week <i>Diagnostics</i>) and discuss strategies for adjusting instructional practices, and identify students for additional intervention.</p> <p><u>All turnaround teachers</u> are expected to participate in job-embedded professional development, e.g., DA Coach data meetings (to interpret assessment results, use data to adjust instruction, and identify student intervention needs), Professional Learning Communities weekly trainings to build common language and share best practices (scheduled during the day at George Washington and after-school/paid at John Marshall), to work with and learn from district content area directors and facilitators, and to observe best practices in colleagues’ classrooms.</p> <p>District content directors will support turnaround professional development efforts and two district content facilitators (English and Mathematics) will be assigned two days, per week to the turnaround</p>		
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	<p>school). Content facilitators will provide technical assistance, model effective instructional practices and share strategies during weekly Professional Learning Communities sessions.</p> <p><u>Supports for Teachers Who Struggle with Using Data to Inform Instruction</u></p> <p>Turnaround school administrators will observe classroom instruction, on a daily basis, to ensure that teachers are applying the strategies learned in professional development trainings. Turnaround principals, the DA Coach, and district content directors and content facilitators model effective instructional practices. Struggling teachers are released from classroom instruction (using Cadre Teachers to cover classrooms) in order to observe colleagues who are effectively using data to inform instruction.</p> <p>Turnaround teachers identified as still requiring additional training (e.g., via principal referrals based on follow-up classroom observations, or performance evaluation results, must participate in additional training (through <i>Open Lab</i>, or other trainings identified by the turnaround principal). Paid, extended-time PD days will be used to support required training.</p> <p>Ultimately, the turnaround principal is authorized to remove teachers who are either incapable or unwilling to do the work required in the Turnaround Model.</p>		
Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>	ORIGINAL FINDINGS: <u>Differentiate Instruction-Web-Based Individualized Instructional Program</u>	*Principal	July 2010 – May 2013

	<p>Achieve3000® Solutions are designed and built upon decades of scientific research into how children learn to read, including studies from the <u>National Writing Commission</u>, the <u>National Reading Panel</u>, Carol Anne Tomlinson and more. In addition, they utilize accepted and proven benchmarks for assessment and instruction - from the <u>Lexile Framework</u> to the principles of NAEP. Achieve 3000 offers a means to individualized instruction and accelerate academic results to help students learn and practice critical reading comprehension strategies. This web-based program will differentiate reading instruction based on each student's <u>Lexile</u>® level. So while an entire class receives the <i>same</i> assignments and activities, each student receives the assignment tailored automatically and precisely to <i>his or her reading level</i>.</p> <p>Professional development training will take place during the summer of 2010 with follow-up throughout the year</p>		
	<p>REVISED FINDINGS:</p> <p><u>PD Cadre Teachers</u></p> <p>A particular strength of the turnaround strategy is the involvement of SIG-funded Cadre Teachers. The Cadre Teachers are certified, district reserve teachers who are experienced and well-regarded professionals. They understand building routines and procedures and can ensure that learning continues while classroom teachers are away from their students. Each turnaround principal will have four full-time Cadre Teachers, to allow teachers release time from classrooms (generally in one-hour increments) for job-embedded professional development.</p>		

	<p>The turnaround principal has been authorized to select (as opposed to “assigned”) those Cadre teachers most qualified to meet building needs.</p> <p><u>Cadre Teacher Effectiveness</u></p> <p>To make certain that district Cadre Teachers are appropriately qualified to assume all content-area classroom supervision—and ensure that learning continues while the teachers receive professional development—Cadre Teachers collectively participate in weekly, district-sponsored trainings. Each Friday, they report to the Professional Development Center (formerly Forest Manor Middle School) for a full-day of their own professional development.</p> <p><i>Examples</i> of Cadre training topics and opportunities to support their effectiveness include:</p> <ul style="list-style-type: none"> • IUPUI professors provide a 5-Friday series of training to help Cadre Teachers effectively work with students to differentiate instruction through using engaging and small group instructional strategies. • Cadre Teachers continuously learn pedagogy and classroom management strategies. • They will participate and receive ongoing support in the effective use of <i>WestEd’s Reading Apprenticeship</i> and the <i>Achieve3000</i> initiatives, as well as using <i>Netbooks</i> to engage student learning. 		
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	<ul style="list-style-type: none"> • Cadre Teachers receive training in effectively using Scrimmage assessment data to inform their instructional focus and strategies. • District content directors and facilitators (for English, Mathematics, Social Studies and Science) provide Cadre Teachers with effective strategies for working across the various content areas. • Since Cadre Teachers know their monthly schedules (which classes/content areas they will relieve classroom teachers' for job-embedded professional development), a portion of each Friday Cadre Teacher training is set-aside for individual and collaborative work in preparing for the following week's assignments. <p><u>Teacher Training to Support Their Use of Data to Inform Instruction</u></p> <p>Using newly-establish <i>Instructional Calendars</i> (curriculum pacing guides, based on 9-week instructional cycles), teachers focus their instruction on Indiana Academic Standards covered across each of the four <i>Instructional Cycles</i>.</p> <p>To measure students' proficiency on taught standards, new formative assessment are in place to track student progress, identify areas of weakness (so teachers can adjust their instruction and receive support in better meeting students' needs), and determine student intervention strategies.</p> <p>Within each 9-week instructional cycle, a <i>Scrimmage</i></p>		
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	<p><i>assessment</i> is administered every three weeks (a uniform, 6-item formative assessment). Disaggregated <i>Scrimmage</i> results are scored by district content directors and staff, and then returned to teachers within two days.</p> <p>At the end of each 9-week instructional cycle, a Diagnostic (benchmark assessment) gauges students' progress in mastering Indiana academic standards to be used on ISTEP+ and End of Course Assessments (ECA).</p> <p>To support the principal's and teachers' effective use of formative and summative test results to inform instruction, weekly job-embedded trainings are provided by the Differentiated Accountability Coach (full-time, SIG-funded DA Coach) for subject-area teacher teams.</p> <p><u>Background on Title I School Improvement (SI) Coaches versus the Differentiated Accountability (DA) Coach Support</u></p> <p>As a school in Title I improvement status, the turnaround school (like other IPS high schools in improvement status) shared a part-time, 3-member Title I school improvement (SI) coaching team among other schools. The SI coach team was comprised of a part-time data coach, literacy coach, and math coach.</p> <p>The SI coaches were scheduled, generally on a weekly basis, to support teachers' interpretation and use of data results to inform and adjust instruction. As the turnaround school advanced into higher levels of school improvement status (under IDOE's new Differentiated Accountability system, the turnaround school became eligible for a full-</p>		
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	<p>time Differentiated Accountability (DA) coach for the 2009-10 school year. This full-time Title I-funded DA coach <i>replaced the part-time, intermittent support previously provided by the 3-member SI coaching team.</i></p> <p>As a Turnaround Model school, the AYP accountability baseline (school improvement status) will be re-established. This will render the turnaround school as “ineligible” for special Title I school improvement monies used, last year, to fund the full-time DA Coach. With the strong recommendation of the turnaround principal (based on prior-year knowledge and demonstrated performance of the DA Coach), SIG grant monies will be used to sustain the full-time DA Coach position across the grant funding period.</p> <p><u>Selection and Qualifications of DA Coaches</u></p> <p>The turnaround high school DA Coach was identified and selected based on guidelines provided by the Indiana Department of Education, Title I Office:</p> <ul style="list-style-type: none"> • A minimum of 5 years of successful classroom teaching experience • Master’s degree preferred with concentration in reading/math education • Highly effective interpersonal and group communications skills • Strong knowledge base of best practices in instruction • Strong work ethic, self-directed, and self-motivated <p>DA Coaches are expected to have deep knowledge and</p>		
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	<p>skills in the following areas:</p> <ul style="list-style-type: none"> • <i>Data</i>: Reading, interpreting, and applying it to determine appropriate instruction with the ability to teach others to do the same • <i>Research-based reading and language arts programs</i>: Knowledge of a variety of programs, their research base, and their appropriate application to specific students and settings • <i>Instructional practices for struggling students</i>: Ability to model for other teachers and from coaching to solo implementation • <i>Collaboration</i>: The ability to work well with others, encourage and support them • <i>Skilled observations</i>: Observations of teachers and students are to be supportive rather than evaluative • <i>Professional Development</i>: High quality communication skills; knowledge of research and ability to share effectively with others <p><u>Professional Development to Support the Work of DA Coach</u></p> <p>Continuous professional development of the DA Coach occurs at two levels:</p> <p>1) Greg McDermott, a former successful school principal, was selected by district officials to work with the District Data Warehouse team and to provide coaches' training for the interpretation of assessment data results.</p> <p>Immediately following the scoring of <i>Scrimmage</i> and</p>		
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	<p><i>Diagnostic</i> (and other assessments), DA coaches are convened for professional development training with McDermott to review, discuss and interpret data results, <i>prior to</i> the DA coach's training with turnaround school staff.</p> <p>2) The DA coach also receives ongoing 2-hour trainings, every other week, from Phyllis Barnes to effectively use data results to inform instructional adjustments and interventions.</p> <p>Barnes is the former principal of Longfellow Middle School. Under her leadership, Longfellow, a school in improvement status, turned around its performance to come out of school improvement with some of the district's highest performance scores. When Longfellow Middle School was closed, Barnes was selected to supervise, train and monitor secondary coaches to help other poor-performing secondary schools better use data to inform instruction.</p> <p>Because she is an experienced secondary principal, Barnes serves as an effective bridge between the data coach and the turnaround principal.</p> <p><u>Bi-monthly training topics for using the data to inform instruction include:</u></p> <ul style="list-style-type: none"> • Co-teaching models: How to effectively implement to improve student achievement • Building collegial relationships with teachers and principals for effective learning 		
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	<ul style="list-style-type: none"> • School improvement plan: Role of coaches • Curriculum resources/tool box: How to effectively assist teachers in using resources • Developing and scoring school-wide writing prompts for middle school over/under students • Building academic vocabulary • Book study each session (30 minutes): Building academic vocabulary (ASCD) • Writing classroom observations for administrators • Data rooms: Use of data to drive instruction • Productivity vs. menial work • How to track student progress and provide support • Guidelines to effective demonstration lesson • Student interventions that work • Planning and coordinating school and district-based professional development opportunities linked to individual and group professional development plans and job competencies • Collaborating with teachers to construct exemplary lessons based on Indiana Academic Standards 		
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	<p>All secondary instructional/data/DA coaches are required to attend ten, 6-hour planning/professional development sessions.</p> <p><u>Sessions I and II:</u> What is an effective instructional coach and how does a coach impact and improve student achievement in a school? Coaches are required to write action plans and specific goals for their schools (based on data) for the first three weeks of school.</p> <p><u>Session III:</u> Integrating technology into the content areas and assisting teachers in the classroom to monitor students more effectively, letting students do the work.</p> <p><u>Session IV:</u> Site visits to conduct K-12 walkthroughs, collect findings, and discuss student engagement, rigor, “good” teaching, and how to give teacher feedbacks, following walkthroughs.</p> <p><u>Session V:</u> Part II of integrating technology in the content areas and assisting teachers through demonstration lessons, via a podcast.</p> <p><u>Remaining sessions</u> focus on completing action plans; analyzing data for each school; E/LA and math assessment schedules (in order to assist teachers in following the district’s <i>Instructional Cycles</i>; more effective scheduling to better meet the needs of the schools; setting meetings with the principal to discuss school data and actions plans; and preparing packets for school-wide writing prompts for the first week of school.</p>		
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	<p><u>Weekly training sessions provided to turnaround teachers by the DA Coach include:</u></p> <ul style="list-style-type: none"> • interpret assessment data results (from 3-week <i>Scrimmages</i>; 9-week <i>Diagnostics</i> and Acuity; ISTEP+, and ECA); • support teachers’ use of testing results to adjust instructional practices; • share best practices; and • identify student intervention needs. <p><u>Monitoring Credit Accumulation to Differentiate Instruction</u></p> <p>The SIG-funded Grade 9 Graduation Coach will also provide data to inform instruction. The Grad Coach will track and biannually report (to all staff) the rate of credit accumulation of turnaround school freshmen. A data wall will display disaggregated credit attainment results to visually-document:</p> <ul style="list-style-type: none"> • the number/percentage (and which students) are on-track for obtaining 10 (of 40) required graduations credits; • the number/percentage (and which students) are nearly on-track; • those behind; and • those at highest-risk of dropping out, due to lack of 		
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	<p>credit accumulation.</p> <p>Instructional practices in coursework with the lowest percentages of credit attainment will be examined. Interventions for students falling behind will be implemented.</p> <p><u>Teachers' Use of Data to Differentiate Instruction</u></p> <p>These formative assessment results will be used to identify students who will be required to attend Extended-Time Learning Center sessions, and will serve as the basis for developing teachers' structured intervention instructional strategies.</p> <p>For struggling teachers, the turnaround principal, DA coach, district content directors and content facilitators (in the school 2-days per week) model effective instructional strategies for differentiating instruction.</p> <p>A new instructional tool, supported through SIG grant funding, <i>Achieve3000</i>, offers teachers a means to individualize instruction and accelerate academic results by helping students learn and practice critical reading comprehension strategies.</p> <p>This web-based literacy solution differentiates reading instruction based on each student's Lexile level (individual reading level). Teaching students one-on-one, at their level, is one of the most powerful ways to help them reach their maximum potential. <i>Achieve3000</i> solutions are proven effective at increasing comprehension, fluency and writing skills, and developing vocabulary across all subject areas.</p>		
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	<p>The web-based assignments are interactive and engaging, providing more time-on-task and more practice—which fosters higher gains.</p> <p><i>Achieve3000</i> is not the “curriculum” for content classes. It is an <i>intervention tool</i> that will not interrupt the turnaround school’s <i>Instructional Cycle</i> pacing calendar. A recent study of over 28,000 students (elementary through high school), across 29 states, conclusively demonstrates that using <i>Achieve3000</i> works. When students used the solutions twice per week, they made more than <i>triple</i> the expected reading gains over the course of a ten-month school year. These findings were consistent with all students, regardless of grade level.</p> <p>Overview of How <i>Achieve3000</i> Works (as detailed in Section B, Question 2)</p> <ul style="list-style-type: none"> • Assess: An online Lexile assessment tool (LevelSet), measures each student’s nonfiction reading comprehension for accurate placement in the program, allowing progress to be made immediately. • Instruct: Students receive level-appropriate nonfiction reading and writing assignments via email. All students receiving it read the same content, but the passages and follow-up activities adjust for their unique learning profiles. Writing activities are connected to reading, and all content and assignments are correlated to Indiana state standards. Lessons are also provided in a Spanish version. • Reassess: Reassessment of reading levels takes place 		
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	<p>throughout the school year, ensuring that students are always working within their instructional zone.</p> <ul style="list-style-type: none"> • Report: <i>A powerful online reporting package</i> provides teachers and administrators with <i>real-time diagnostic data</i> on student performance 24/7, enabling individualized intervention and remediation. <p>There is tremendous flexibility in how <i>Achieve3000</i> may be used to help teachers help students reach higher levels of achievement. Some examples include:</p> <ul style="list-style-type: none"> • <i>Achieve3000</i> may be used for a portion of any content area class period (or intermittently across the week) to provide students more time and practice on expected reading proficiencies, e.g., two times per week for 20 minutes each; once a week in each core content area. • <i>Achieve3000</i> will be used as an instructional option during the school's Extended-Time Learning Center, to be offered Monday-Friday, for 3-hours, after-school. • <i>Achieve3000</i> will be used as an RtI intervention strategy. • <i>Achieve3000</i> will be used as targeted instruction for students with disabilities and English language learners. • <i>Achieve3000</i> will be used with over/under age students or with in-school suspension students who "don't have any work to do." • <i>Achieve3000</i> will be used at home, by students and their families (enabled by wireless Netbooks). 		
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Teacher Training to Support the Use of *Achieve3000* and Data Reports

Differentiated instruction extends to teachers and school staff. **Professional development** will be provided to all content area teachers by superior *Achieve3000* instructors with training and certification in delivering differentiated instruction. Workshops are offered in three phases. Each phase is designed to meet teachers' needs and ensure quick advancement from launching the solutions to fully integrating them into their work.

The **reporting capabilities** in *Achieve3000's Teenbiz* allow teachers and administrators to see **aggregate use** and **performance reports** that are **updated every 24 hours**—around midnight. These reports provide teachers and administrators with frequency of use, completion of assignments (date and time stamped), and the level of mastery appropriate for the students' zone of proximal development.

Since Netbooks are taken home by students and *Achieve3000* assignments (e.g., articles based on teachers' instructional goals, themes or topics) **may be accessed 24/7**. Reports are generated by *Achieve3000* for teachers, showing after-school use.

Achieve3000 experts will conduct multi-day, **extended-time professional development training** for content teachers, showing them how to:

- Use *Achieve3000* with their students, via students'

	<p>individual <i>Netbooks</i>; and</p> <ul style="list-style-type: none"> • Access real-time data to monitor students' use, proficiency rates, and growth in using <i>Achieve3000</i>. <p>Ongoing, job-embedded professional development will be provided to teachers, during PLC trainings--led by content area directors and content facilitators (trained by <i>Achieve3000</i> staff)--to support teachers' most-effective use of this supplementary instructional tool.</p> <p>Teachers also have the option of receiving additional, individual support during monthly Saturday, <i>Open Lab</i> trainings.</p>		
<p>8. <i>Provide increased learning time for students and staff.</i></p>	<p>ORIGINAL FINDINGS: District leadership provides direct support in scheduling and professional development that will increase instructional time.</p> <hr/> <p>REVISED FINDINGS:</p> <hr/> <p>EXTENDED-TIME LEARNING for TEACHERS</p> <p>Beyond required job-embedded professional development opportunities, other turnaround strategies will require teacher training beyond the school day, week or year.</p> <p>As a reminder, job-embedded PD (during school hours) is generally provided, weekly, in 1-hour increments—enabled as Cadre Teachers cover classroom instruction. <u>Examples</u> include:</p>	<p>*Principal *Secondary Director</p>	<p>August 2010-May 2013</p>

	<ul style="list-style-type: none"> • Weekly DA Coach meetings with subject-area teacher teams to interpret assessment data results (from 3-week <i>Scrimmages</i>; 9-week <i>Diagnostics</i>; ISTEP+, and ECA); use those findings to adjust instructional practices; share best practices; and identify student intervention needs. • District-level content-area directors and content facilitators to further support trainings and ongoing support associated with the <i>WestEd Reading Apprenticeship and Achieve3000</i> initiatives. The Turnaround Officer/Associate Superintendent will assign highly-regarded district literacy and mathematics facilitators to model instruction and support the work of turnaround teachers, two-days per week, in each turnaround school. • Weekly, Professional Learning Communities (PLC) meetings, will be held for content-area teacher teams to develop common language and institute effective strategies and practices across curricular areas. Targeted areas of focus will be based on needs assessment data findings and formative (e.g., <i>Scrimmage, Diagnostic</i>) assessment results. • The turnaround principal, district literacy and mathematics facilitators, and the DA coach model instruction in teachers' classrooms. • Daily classroom observations of instructional staff, 		
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	<p>conducted by turnaround building administrators, enable leadership to readily identify best practices that warrant observation by other colleagues. Principals provide feedback to observed teachers to praise effective practices and to identify areas requiring further support through professional development opportunities.</p> <ul style="list-style-type: none"> Using release time enabled by full-time Cadre Teachers, classroom teachers will observe instruction in the rooms of colleagues who have demonstrated effectiveness in managing their classrooms, engaging students, and meeting students' needs by differentiating instruction to increase academic performance. <p><u>Extended- time teacher training occurs beyond the school day, week or year.</u></p> <p>To support extended-time professional development for teachers, up to 15 paid PD days, per teacher, will be available for John Marshall teachers, with up to 17 paid PD days available for George Washington teachers.</p> <p>SIG grant-funded extended-time learning opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> Multi-day summer trainings for the implementation of three instructional strategies to improve literacy comprehension across content areas at the turnaround school: <i>WestEd's Reading Apprenticeship; Achieve3000,</i> 		
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	<p>and <i>Netbook</i> trainings.</p> <p>These trainings are required and teachers are paid their hourly rate to participate.</p> <ul style="list-style-type: none">• Teachers who struggle or desire additional support may also attend <i>Open Lab</i> trainings (offering up to 6-hours of training, one Saturday per month). <p>In general, Saturday supplemental training available during <i>Open Lab</i> is optional for turnaround teachers. They are paid at their hourly rate—through the SIG-funded extended-time professional development days (up to 15 days per teacher at John Marshall and 17 at George Washington).</p> <p>Turnaround teachers identified as requiring additional training (e.g., via principal referrals based on classroom observations, or performance evaluation results), must participate in additional training—through <i>Open Lab</i>, or other trainings identified by the turnaround principal. Teachers are paid at their hourly rate for extended-time PD days used to support required training.</p> <ul style="list-style-type: none">• With the approval of the turnaround principal, paid extended-time professional development days may include university or other trainings available—both inside and outside of IPS—that advance competencies needed by the individual teacher, or that will further support the effectiveness of turnaround school efforts.		
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	<p>Extended Opportunities for Future Leaders Recognizing the importance of, and need for, shared leadership, principals will identify five (5) promising teachers for ongoing, targeted professional growth as future turnaround leaders. These emerging leaders will benefit from extended-time learning provided by district and external experts, supported by 40-paid hours of professional growth. As they gain in confidence and knowledge, Future Leaders will assume leadership roles within the turnaround school. Our External Provider will help us shape this vision.</p> <p>EXTENDED-TIME LEARNING for STUDENTS</p> <p>Just as increased learning time has been built into our Turnaround Model for teachers, students will also benefit from extended-time learning, provided for all students. As educators experienced in working with students of poverty, we know that most of our students come to us unprepared to succeed in school without additional support. Our student achievement data confirm that, as a turnaround school, we must have a new sense of urgency for improving our own instructional expectations and practices to accelerate students' learning and readiness for high school graduation, post-secondary opportunities, and careers.</p> <p>Using SIG funding, we will offer all students more time for learning by adding three hours to the school day. Staffed by certified teachers, the <u>Extended-Time Learning Center</u> will offer instructional support for 27 weeks, Monday through Friday, from 2:30 to 5:30 p.m., in the turnaround high school.</p> <p>While interventions will be structured and tailored to</p>		
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	<p>individual needs, there will be sufficient flexibility and supports to ensure that adequate extended-time opportunities are available.</p> <p>For example, we know that many of our students are unable to remain for help immediately after school (e.g., athletics). Anticipating that, the turnaround schools will run two, after-school buses (beyond the district-provided transportation at the end of the school day).</p> <p>Students remaining after school will have the option to attend the Learning Center from 2:30 p.m. to 4:00 p.m. and have bus transportation home at four o'clock. Those same students may opt to stay until 5:30 p.m. (the full three hours), when a second bus will transport remaining students home. Those students with after-school conflicts (particularly those who stay for extra-curricular activities) still have ample opportunity to attend Center tutoring.</p> <p>Instruction will be provided in core academic subjects by certified teachers, and approaches will vary according to student needs. The Extended-Time Learning Center will open after Diagnostic 1 is administered and scored. This will help teachers plan for tutoring and directly-assign struggling students into the program. (<i>Any</i> student may attend.)</p> <p>Across the remaining school year, working with the DA Coach, teachers will use 3-week <i>Scrimmage</i> test results—measuring proficiencies covered over that period of time within the district's <i>Instructional Cycle</i> (curriculum pacing guide, aligned to Indiana Academic Standards), 9-week <i>Diagnostic</i> test results (benchmark assessments), and classroom grades to determine which students are required</p>		
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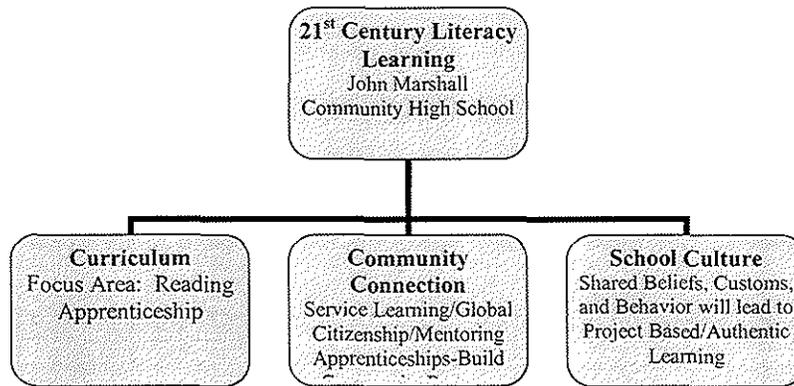
	<p>to attend the after-school intervention sessions.</p> <p>Assessment data results will inform the instruction provided, in order to address learning gaps identified by data.</p> <p>While all students will be encouraged to attend, struggling students will be assigned to intervention sessions.</p> <p>Students will bring their Netbooks to the Center. The Archive3000 program will be an important tool for many students. Some will work in groups with a teacher (e.g., Algebra I), while others will need one-on-one assistance.</p> <p>The Grade 9 Grad Coach will expand credit recovery coursework opportunities (with certified teacher support) through the three-hour Extended-Time Learning Center.</p> <p><u>Strategies to Attract Students</u></p> <p>The regular school day operates from 7:30 a.m. until 2:30 p.m. Students required to attend the after-school Extended-Time Learning Center (and those opting to attend) will receive a snack at the beginning of each Session (e.g., Session One, from 2:30 – 4:00 p.m.; and Session Two, from 4:00 p.m. – 5:30 p.m.). Limited funding to support the provision of snacks is included in the SIG budget, but the turnaround principal anticipates obtaining business community partner contributions (e.g., Wal-Mart) to offset overall costs.</p> <p>Since extended-time will begin after the school year begins, the turnaround principal will work with staff and students to</p>		
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	<p>identify incentives that will motivate students' attendance.</p> <p>All incentives will be reasonable and allocable. For example:</p> <ul style="list-style-type: none">• 9-week reward events will be planned for students who routinely attended sessions (e.g., 85 percent or more of the sessions). Students will identify highly-desired "reward events" (e.g., roller-skating party on Saturday, with transportation and entrance fees provided; perhaps free prom tickets). Students will be instrumental in helping to determine those incentives that will motivate their routine attendance.• Community partnership sponsored-events (e.g., tickets to a Pacer Game) will be solicited as part of the incentive reward options.• An End-of-Year student, parent, staff and community partner dinner (e.g., something along the lines of a chili or spaghetti dinner) will celebrate student participation and achievement. <p>While limited SIG monies are budgeted to help support the incentives component, we will be working with community business partners to collaborate with us in this effort.</p> <p>As we consider sustaining this initiative, when grant funding ends, it will be important for us to know which strategies were most effective for increasing achievement.</p>		
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	<p>A part-time data clerk (during the Center's busiest hours) will ensure that we track which students attend, for how long, and for what services. That information, compared to individual student achievement and growth results, will help inform our sustainability plans.</p> <p>A police officer will also extend his time, to support and ensure the safety of our students and staff during extended-time instruction.</p> <p>Netbook</p> <p>With the vision of creating a 24/7 learning environment, small wireless notebook computers will be available to every student. <i>Netbooks</i> were purchased through IT funds at the end of the 2009-10 school year for all 9-12 students.</p> <p>Through turnaround planning discussions, staff immediately recognized how the <i>Netbook</i> could support the Turnaround Model (e.g., engaging learners in every content area, supporting differentiated learning through <i>Achieve3000</i>, and expanding instructional options offered at the after-school Extended-Time Learning Center.</p> <p>SIG grant funding will support the purchase of <i>Netbooks</i> for students in Grade 7 and 8, aligning our turnaround efforts and opportunities across the entire high school student population.</p> <p>Each <i>Netbook</i> is equipped with an AT&T wireless cell card (at substantially-reduced prices, via E-Rate), providing students 24/7 access to Internet and district links that support instruction, while students are out of school.</p>		
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9. *Provide social-emotional and community-oriented services/supports.*

ORIGINAL FINDINGS:



Community-Oriented Supports

The school will collaborate with outside partners including but not limited to IUPUI – Literacy Department/ Math Partnership/Hoosier Writing Project/Service Learning Projects. These partnerships will develop support for teachers, students, and administrators.

Through monthly collaboration with a Behavior Management Specialist, the culture of the school will be assessed and needs identified for ongoing improvement.

REVISED FINDINGS:

Behavior Management Specialist

High-poverty schools continuously cope with aggressive **student behaviors that interfere with school learning** and potentially jeopardize the safety of students and staff alike. Additional support is needed to help staff proactively use techniques to de-escalate students—always the first and

*Principal

July 2010-
May 2013

	<p>preferred option, to identify warning signs, and to practice safe and appropriate response techniques when physical restraint is needed.</p> <p>Twenty days of training and staff support will be provided each turnaround school to learn these strategies, and more. The expert consultant is a retired and respected practitioner from an urban district who can relate to our school environments and needs. He is an advocate of rituals and routines, helping staff identify gaps, modeling de-escalating behaviors—and making certain that in-school suspension is academically-driven.</p> <p>During the 2009-10 school year, Greg Abati provided training across IPS schools’ staff who implemented the over/under program (over-aged students performing well-below grade level). By helping teachers learn how to do interventions <i>in the classroom</i>, the numbers of over/under students referred to an in-school suspension program were significantly reduced, or eliminated. With significantly-reduced student disruptions, learning could continue, allowing teachers to accelerate students’ work to get them on a commensurate level with their peer age group. Based on first-hand evidence of effectiveness experienced last year in the over/under program, the turnaround principal strongly supports using SIG grant funding to expand Abati’s training to all turnaround classroom teachers.</p> <p>Grade 9 Graduation Coach</p> <p>The 2009 graduation rate for Washington Community High School was less than 50 percent. Though John Marshall has yet to serve students in grades 11 and 12, data findings predict</p>		
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	<p>troubling possibilities. We need to be far-more proactive in monitoring factors that contribute to students' dropping out of school.</p> <p>A series of studies by Neild and Balfanz (2006) identify the role of 9th grade as a critical year on the way to graduation. Districts can identify up to 85 percent of eventual dropouts by ninth grade based on weak grades in core subjects, poor attendance, and little involvement in school. Allensworth notes that <i>ninth grade absences are twenty times more predictive of eventual graduation than eighth grade test scores.</i></p> <p>The SIG grant will provide each turnaround school with a full-time Grade 9 Graduation Coach who will focus on three critical initiatives:</p> <ul style="list-style-type: none"> • A cohort of incoming freshmen identified as highest-risk for dropping out (those with poor attendance, weak grades in core subjects, and behavioral and social challenges) will be monitored and mentored by the Grad Coach. It will be the coach who makes certain his cohort students are <i>in school</i> and doing the work required. When teachers are facing difficulties with this targeted group of students, they'll call on the Coach. When resolution of family, social, medical and other similar issues interfere with school attendance or performance, the Coach will personally ensure that these students and their families are connected to our invaluable community partners who continuously support our efforts. Students will receive academic and individualized support, coupled with student/parent interventions to address non-academic 		
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	<p>barriers to success.</p> <ul style="list-style-type: none"> • The Grad Coach will be responsible for tracking the credit accumulation of all Grade 9 students. At the end of each semester, a data wall (much like DIBELS data walls) will color code all Grade 9 students' progress and reveal those who already are off-track for graduation, and at higher risk for dropping out of school. Students will no longer slip through the cracks, earning so few credits that their only option is to pursue a GED. Credit accumulation will be tracked for individual students across their entire high school career. • For those 9-12 high school students already behind, the Grad Coach will serve as the point person for Melissa Brown (Virtual School) to create more credit recovery options for students in turnaround schools, thus dramatically-increasing their likelihood of <i>staying in school</i> until graduation. We believe that our proposed Extended-Time Learning Center project, which will be professionally-staffed and open from 2:30 to 5:30 p.m., will be a vehicle for expanding credit recovery. <p>Community Support John Marshall Community School resides within a struggling neighborhood and surrounding community. It suffered a devastating set-back, when last year's tornado destroyed homes and businesses and caused significant damage to the school. While the school was quickly repaired, much of the community surrounding the school remains vacant. Crime rates are rising.</p>		
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	<p>As a reconstituted school, during the 2009-10 school year, John Marshall started with a new principal and staff. The school has developed several community partnerships that contribute to the personal and academic development of students.</p> <p>Plagued with increasing crime rates within John Marshall community, its daily partnership with the U.S. Dream Academy supports work with students of incarcerated parents (or families with a history of incarceration) to help build character and develop student skills. Family meetings are held to more closely connect school and family in this new program. Teachers noted improved attitudes, more classroom engagement and regularly-completed homework as early indication of success.</p> <p>Another key partner is La Plaza, an organization committed to supporting the academic, emotional, social, financial and legal needs of Hispanic families in the community and school. Educationally, Le Plaza's provides important support in helping Hispanic students understand the need for, and advantages of, higher education. Given that the rate of Hispanic students entering and succeeding in college is among the lowest of all student population groups, helping students see themselves as candidates for postsecondary work is critical.</p> <p>The school is visited three times, weekly, by members of Urban Ministry who provide students an alternative form to discuss personal issues.</p> <p>As a newly organized school, John Marshall has spent the past year evaluating other agency partnerships and working to</p>		
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	<p>strengthen its community support.</p> <p>Additional established partnerships include: Finish Line (provides student internships); Reebok; CAFÉ (Coalition Associated for the Far Eastside); FECA (Far Eastside Churches Association), JMCHS Alumni Association (started during 2009-10 school year).</p> <p>Also, through a partnership with Gallahue Mental Health, two counselors provide daily mental and emotional health support (at no cost) to students at John Marshall.</p> <p>Beginning with the 2010-11 school year, a new Office of School and Community Partnerships will be established, comprised of Marshall's parent liaison, administrators, social worker, local business representatives, athletic director, community council members and the SIG-funded Grade 9 Graduation Coach.</p> <p>The function of this group will be to promote partnership opportunities among the school community; neighboring higher education institutions; faculty; students, parents and community organizations; other family-support agencies and residents. Members will seek opportunities for bringing national, State and local resources into Marshall that will enhance our work, support special initiatives and work with the campus to create meaningful and long-lasting relationships.</p> <p>This summer, the turnaround principal has worked diligently to expand collaborative efforts to further support Marshall's students, their parents and the surrounding community at-large. Numerous meetings and discussions are</p>		
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	<p>already leading to exciting new partnerships.</p> <p>With escalating neighborhood crime rates, Marshall’s police officer (Officer Richardson), is working with the turnaround principal to make sure that students have a safe place to go when troublesome situations arise outside of school hours. <i>Operation Safe Harbor</i> is underway to identify potential businesses that will place “<i>Operation Safe Harbor</i> T-Shirts” in their windows to signify that this is a business partner where students will be safe.</p> <p><i>Safe Harbor</i> business managers will have phone numbers to directly contact school administrators/the three assigned turnaround school police officers, as assistance is needed. (A collaborative partnership with the Arlington High School police officers will ensure <i>Safe Harbor</i> coverage for the far eastside neighborhood.)</p> <p>Businesses already on-board to become <i>Safe Harbor</i> participants include the 39th Street Mithoeffer Marathon and the Shell gas stations and McDonald’s and Subway restaurants.</p> <p>In a response to identified and strongly-supported local adult learning needs, the turnaround principal is working to bring Tuesday and Thursday evening, 5-8 p.m., Ivy Tech GED classes into John Marshall for parents and community members.</p> <p>Also, Martin University and the University of Indianapolis anticipate offering after-school tutor support, as well as providing monthly advisors’ meetings with Marshall’s counselors, the Grade 9 Graduation Coach, and students to</p>		
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	<p>support college-readiness efforts.</p> <p>The SIG grant-funded Grade 9 Graduation Coach will be an invaluable link to our established Community Partners—and an important source for cultivating partnerships, as resolutions to family, social, medical and other similar issues interfere with students’ performance and behaviors.</p> <p>Our existing community partners are anxious to continue their work to support John Marshall’s students. Their work informed key findings in our application for the SIG grant. They will continue to support us as a turnaround school.</p>		
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- If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

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

New principal was selected on July 1, 2009

The new principal was interviewed and recommended by the Superintendent of Schools, Dr. Eugene G. White.

REVISED FINDINGS:

We are entering our second school year as a reconstituted school, having **replaced the principal and more than 50 percent of staff last year**. Existing staff were screened and newly-placed staff selected.

Last Year's Selection of Principal for the Newly-Reconstituted School

Dr. White, the Assistant Superintendent of Secondary Education, and the supervising directors of Secondary Education conducted interviewing sessions with a potential principal candidate in Oakland, California, in March, 2009.

The interviewing sessions included meetings with community reform leaders, parents and the current employers of the principal. Based on the interviewing results and our internal investigation, Dr. White decided to offer this potential principal the position. To our surprise, the board approved principal of John Marshall decided not to make the move to Indiana due to a serious family illness. Dr. White reviewed the credentials and track record of our current principals and decided to interview Michael Sullivan for the principalship of John Marshall Community High School.

In June of 2009, Michael Sullivan was selected to be the turnaround principal of John Marshall with less than two months to pull the school together.

Next Steps & Work with Our External Partner, SchoolWorks

There are no limitations within Indianapolis Public Schools restricting principal searches to a 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*.

IPS has responded to the recommendation made by the fall 2009 AdvanED NCA Accreditation visitation team to have a *Leadership Succession Plan* for the superintendent, deputy and associate superintendents, assistant superintendents, and principals.

The new IPS Leadership Continuum included three layers:

- LID – Leadership Identification and Development
- Principal/leadership Academy – monthly hands on sessions with aspiring
- And new principals conducted by current principals and central office leaders
- Principal/Leadership Practitioners – two to four principals are selected to shadow and mentor top district leaders once a week to gain practical experiences and receive leadership coaching experiences

The district has entered into a partnership with **Teach for American Fellow Group** and will begin our **first recruit** into the leadership rank (assistant principal) in August 2010. The first recruit will attend the *New School Leader Academy* at Columbia University beginning this fall with a combined major study of MBA and Educational Leadership.

We also intend to explore partnerships with Notre Dame and Butler University in their new Leadership Academy of New leaders for New Schools. Both programs offer our new leaders a combined major study of MBA and Educational Leadership. Our Superintendent, Dr. Eugene White makes it his top priority to work with Neighboring Marion County districts to identify and recruit new leaders for the Indianapolis Public Schools.

Our critical connections with EPPSP (Experiential Programs for Preparing School Principals) at Butler University, Aspiring Principals Programs at IUPUI, and University of Indianapolis allow us to recruit the best and brightest school leaders in Marion County and beyond. All of this in place, yet we struggle to successfully recruit and retain the caliber of leaders needed to face the professional and personal challenges inherent with leading our highest-need schools.

Just as we have asked our **External Partner, SchoolWorks** (Section D, 2) to examine turnaround teacher selection competencies and hiring procedures, the Associate Superintendent/Turnaround Officer will extend these conversations to include the turnaround principal. Anticipating the development of a **recruiting incentive award**, monies are reserved in the proposed SIG budget.

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 <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	X	

Transformation Model

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

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>			
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>			
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>			
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>			
6. <i>Provide increased learning time for students and staff.</i>			
7. <i>Use data to implement an aligned instructional program.</i>			
8. <i>Promote the use of data to inform and differentiate instruction.</i>			
9. <i>Provide mechanisms for family and community engagement.</i>			
10. <i>Give the school sufficient operational</i>			

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

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

Check Your Work - Additional Requirements for All Models

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

Restart Model

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

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

If implementing the restart model, complete the table below.

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

Check Your Work - Additional Requirements for All Models

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

School Closure

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

We will implement this model.

We will not implement this model – do not complete.

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

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

Check Your Work - Additional Requirements for All Models

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

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

Instructions:

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

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

Section II: Budget

Instructions:

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

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

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

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

Revised Findings:

IPS Proposed SIG Interventions and Aligned Resources		
SIG Grant Intervention	Aligned Resource	Describe Support
Job-Embedded Professional Development for Teachers and Cadre Teachers	Title I	Title I-funded coaches (data, literacy and mathematics) play important roles in supporting teachers’ work in data meetings (following Scrimmages, Diagnostics, ISTEP+, ECA). Literacy and mathematics coaches conduct classroom observations.
Netbooks for Grades 7-8 ACHIEVE3000	IT Cadre Funds	Cadre Grant funding awarded for Grades 9-12 Netbooks. The individual student computers will engage learners, support use of the software

Extended-Time Learning		intervention tool ACHIEVE3000 (to address individual student needs); Netbooks used from 3-7 p.m. during Extended-Time Learning Center ; students will have access to learning 24/7
Grade 9 Graduation Coach	Indianapolis Chamber of Commerce	The Chamber's Common Goal Initiative targets support to districts with high dropout rates to support Grad Coach initiatives.
Reading Apprenticeship	WestEd, potential	WestEd has applied for the highly-competitive i3 Scale-Up grant award; Indianapolis is one of four partners. If selected by the U.S. Department of Education, funding would provide additional support.
NON-FINANCIAL		
Grade 9 Graduation Coach, Behavior Management Specialists, and Community High School	Community Partnership Support	Mentoring, volunteering, LaPlaza support for English language learners, medical, social, emotional to support students' learning

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

Attachment A: LEA Commitments Scoring Rubric

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

*A proficient score is needed for approval.

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

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

*A proficient score is rating is needed for approval.

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

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*A proficient score is needed for approval.

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

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

*A proficient score is needed for approval.

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

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

REVISED BUDGET

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2010 - 2011

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

Corporation Name: Indianapolis Public Schools
 Corporation Number: 5385
 School Name: John Marshall Community High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	4.00	X		\$60,000 X 4 certified cadre teachers (TBD)	\$ 240,000.00	
	1.00	X		\$70,000 X 1 Certified Teacher (Differentiated Accountability Coach)	\$ 70,000.00	
		X		28 certified teachers X \$55.00 per hr X 6 hrs. X 17 days of professional development (Note: Narrative text reflects 15 PD days. On June 8, 2010, the principal met with the Dr. Johnson, requesting that days be adjusted to 17 PD annually. That change is reflected here only.)	\$ 157,080.00	
		X		Growing Future Turnaround Leaders Training: 5 teachers X \$55.00 per hr X 40 hours	\$ 11,000.00	
		X		Financial Incentives: 28 teachers (see chart)	\$ 78,750.00	
		X		Recruitment Bonus Incentives (see D2, External Provider)	\$ 70,000.00	
	0.50	X		Supplemental Administrator (Retired Administrator)	\$ 24,000.00	
	1.00	X		Grade 9 Graduation Coach (Certified)	\$ 85,000.00	
	0.50		X	Project Manager (20 hours per week)	\$ 32,000.00	
		X		Extended Time Learning: 18 Certified Teachers X 3 hrs per day X 5 days per week X 27 wks X \$55 per hr	\$ 400,950.00	
	0.50		X	1 Police Officer for Extended Time Learning	15120	
	0.50		X	1 Data Clerk for Extended Time Learning	\$ 8,640.00	
	8.00			TOTAL SALARIES		\$ 1,192,540.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
\$15,000 X 8	TOTAL FIXED CHARGES / FRINGE BENEFITS					\$ 120,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					
	TOTAL TRAVEL					
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
WestEd	Professional Development Training for Reading Apprenticeship				\$ 45,000.00	
Achieve 3000	Site License & Professional Development				\$ 31,725.00	
SchoolWorks	External Turnaround Partnership Diagnostic Review: \$50,000.00 Principal Leadership Coaching: \$75,000.00 Curriculum support in the IPS Key Finding and areas as identified by the Diagnostic Review: \$125,000.00				\$250,000	
Greg Abati	Behavior Management Specialist: 20 days X \$1500.00 per day				\$ 30,000.00	
Linda Miller	Process Checks: 4 process checks per year X 4 days each process					

	check X \$1,500.00 + 1 additional day for annual review (total of 17 days)	\$ 25,500.00	
	TOTAL CONTRACTED SERVICES		\$ 382,225.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	Achieve3000 & Reading Apprenticeship Materials & Office Supplies		20,000
	TOTAL SUPPLIES		\$ 20,000.00

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
Netbooks	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 148,800.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Transportation for students after Extended Time Learning and transportation for students to Extended Time Learning Reward Incentive Activity (e.g. roller skating)	\$ 43,200.00	
	Extended Time Learning snacks, Extended Time Learning Reward Incentive Activity (TBB) and parent/community partners end of year reward celebration	\$10,000.00	
	TOTAL OTHER SERVICES		\$53,200.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,916,765.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Achieve3000 Training Materials	\$ -	\$ 2,000.00
	Reading Apprenticeship Training Materials	\$ -	\$ 8,000.00
	Supplies for Training through-out the year	\$ -	\$ 10,000.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 20,000.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
310	160 Computers for 7th Grade Students/150 Computers for 8th Grade Students	\$ 400.00	\$ 124,000.00
310	Cost of Wireless Card for each computer--\$10.00 per mo./7 mo.	\$ 70.00	\$ 21,700.00
310	Cost of Security Monitoring System	\$ 10.00	\$ 3,100.00
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 148,800.00

REVISED BUDGET

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2011 - 2012

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

Corporation Name: Indianapolis Public Schools
 Corporation Number: 5385
 School Name: John Marshall Community High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	4.00	X		\$60,000.00 X 4 certified cadre teachers (TBD)	\$ 240,000.00	
	1.00	X		\$70,000 X 1 Certified Teacher (Differentiated Accountability coach)	\$ 70,000.00	
		X		32 certified teachers X \$55.00 per hr X 6 hrs. X 17 days of professional development (Note: Narrative text reflects 15 PD days. On June 8, 2010, the principal met with the Dr. Johnson, requesting that days be adjusted to 17 PD annually. That change is reflected here only.	\$ 179,520.00	
		X		Growing Future Turnaround Leaders Training: 5 teachers X \$55.00 per hr X 40 hours	\$ 11,000.00	
		X		Financial Incentives: 32 teachers	\$ 90,000.00	
		X		Recruitment Bonus Incentives(see D2, External Provider)	\$ 70,000.00	
	0.50	X		Supplemental Administrator (Retired Administrator)	\$ 24,000.00	
	1.00	X		Grade 9 Graduation Coach (Certified)	\$ 85,000.00	
	0.50		X	Project Manager (20 hours per week)	\$ 32,000.00	
		X		Extended Time Learning: 18 Certified Teachers X 3 hrs per day X 5 days per week X 27 wks X \$55 per hr	\$ 400,950.00	
	0.50		X	1 Police Officer for Extended Time Learning	15120	
	0.50		X	1 Data Clerk for Extended Time Learning	\$ 8,640.00	
	8.00	TOTAL SALARIES				\$ 1,226,230.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
\$15,000 X 8	TOTAL FIXED CHARGES / FRINGE BENEFITS					\$ 120,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					
	TOTAL TRAVEL					
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
WestEd	Professional Development Training for Reading Apprenticeship				\$ 45,000.00	
Achieve 3000	Site License & Professional Development				\$ 31,725.00	
SchoolWorks	External Turnaround Partnership				\$250,000	
	Diagnostic Review: \$50,000.00					
	Principal Leadership Coaching: \$75,000.00					
	Curriculum support in the IPS Key Finding and areas as identified by the Diagnostic Review: \$125,000.00					
Greg Abati	Behavior Management Specialist: 20 days X \$1500.00 per day				\$ 30,000.00	
Linda Miller	Process Checks: 4 process checks per year X 4 days each process					

check X \$1,500.00 + 1 additional day for annual review (total of 17 days)

\$ 25,500.00

	TOTAL CONTRACTED SERVICES		\$ 382,225.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	Achieve3000 & Reading Apprenticeship Materials & Office Supplies		10,000
	TOTAL SUPPLIES		\$ 10,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
Netbooks	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 48,000.00
7. OTHER SERVICES: (include a specific description of services.)			
	Transportation for students after Extended Time Learning and transportation for students to Extended Time Learning Reward Incentive Activity (e.g. roller skating)	\$ 43,200.00	
	Extended Time Learning snacks, Extended Time Learning Reward Incentive Activity (TBB) and parent/community partners end of year reward celebration	\$10,000.00	
	TOTAL OTHER SERVICES		\$53,200.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,839,655.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Achieve3000 Training Materials	\$ -	\$ 2,000.00
	Reading Apprenticeship Training Materials	\$ -	\$ 2,000.00
	Supplies for Training through-out the year	\$ -	\$ 6,000.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 10,000.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
100	100 Replacement Computers	\$ 400.00	\$ 40,000.00
100	Cost of Wireless Card for each computer--\$10.00 per mo./7 mo.	\$ 70.00	\$ 7,000.00
100	Cost of Security Monitoring System	\$ 10.00	\$ 1,000.00
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 48,000.00

REVISED BUDGET

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2012 - 2013

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

Corporation Name: Indianapolis Public Schools
 Corporation Number: 5385
 School Name: John Marshall Community High School

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	Achieve3000 & Reading Apprenticeship Materials & Office Supplies		10,000
	TOTAL SUPPLIES		\$ 10,000.00
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