



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

**Title I – 1003(g) School
Improvement Grant
2015-2016 School Year
Grant Application**

LEAs must submit an application for EACH school applying for 1003(g)

Part I: Grantee Information

Applicant Information

| | | | | | |
|---|-------------------------------|-------------|-----------------|------------------------------|-------|
| School Corporation/Eligible Entity | Indianapolis Public Schools | | Corp # | 5385 | |
| School | Francis Scott Key School #103 | | School # | 103 | |
| Superintendent Name | Dr. Lewis Ferebee | | Email | ferebeel@myips.org | |
| Title I Administrator Name | Bridgette Robinson | | Email | robinsby@myips.org | |
| Principal | Agnes Aleobua | | Email | aaleobua@phalenacademies.org | |
| Mailing Address | 3920 Baker Dr. | City | Indianapolis | Zip Code | 46236 |
| Telephone | (317) 226-4103 | Fax | (317) 226-3730 | | |
| Total Funding Request | \$1,478,923 | | | | |

Application Type:

| |
|---|
| <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Early Learning <input type="checkbox"/> Whole School Reform <input type="checkbox"/> Restart <input type="checkbox"/> Closure |
|---|

Important Dates

| | |
|--|--|
| 1003(g) LEA application released | May 27 th , 2015 |
| 1003(g) webinar (Will be recorded and posted on the website.) | May 28 th at 2 pm May 29 th at 10 am |
| Open calls for prospective schools | June 2 nd at 2 pm; June 4 th at 10 am; June 10 th at 2 pm |
| Technical assistance for prospective schools | June 17 th at 12-4:30 pm; June 19 th at 12-4:30 pm |
| LEA applications due | July 7 th , 2015 |
| Preliminary award notification | August 12 th , 2015 |

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.

- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

The LEA must check each waiver that the LEA will implement

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature: *Lisa Felt* Date: 7/1/2015

Title I Administrator Signature: *Bridgette Robinson* Date: 7/1/2015

Principal Signature: *G. Allen* Date: 7/1/2015

Heidi J. 7/1/2015

Staff Members Consulted and Part of the Application Process:

| Workgroup Members | |
|-------------------------|---|
| Name | Title |
| Mary McDaniel | Teacher |
| Hamilah Sideeqq | Teacher |
| Megan Martinez | Teacher |
| Lyndsey Newburn | Teacher |
| Michael Allen | Teacher |
| Agnes Aleobua | Principal |
| Greg Wegesin | Assistant Principal |
| Aleesia Johnson | Innovation Officer, Indianapolis Public Schools |
| Bridgette Robinson | Director of Federal and Special Programs, Indianapolis Public Schools |
| Dr. Lewis D. Ferebee | Superintendent, Indianapolis Public Schools |
| Dr. Ve-Lecia S. Council | Academic Improvement Officer, Indianapolis Public Schools |

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA’s application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

| Meeting Topic | Date and Time | Parents/Community | Teachers/Staff | School Administrators | School Board | District Staff | Students | General Discussion or Feedback Received |
|-----------------------------|---------------|-------------------|----------------|-----------------------|--------------|----------------|----------|---|
| Transition Meeting with IPS | 2/24/15 | 0 | 0 | 0 | 0 | 2 | 0 | Met with district staff and discussed the transition of School #103 to PLA@#103 |
| Parent Session | 4/16/15 | 30 | 25 | 2 | 1 | 2 | 75 | Discussed the transformation of School #103 as Innovation School |
| Parent Session | 4/23/15 | 21 | 12 | 0 | 0 | 1 | 40 | Discussed the transformation of School #103 as Innovation School |
| Parent Session | 4/30/15 | 10 | 1 | 1 | 0 | 0 | 17 | Discussed and analyzed findings from parent assessments and surveys |
| Parent Presentation | 5/5/15 | 11 | 2 | 1 | 0 | 0 | 21 | Presented core transformational pillars and strategies with families |
| Family Day | 6/10/15 | 20 | 10 | 2 | 1 | 2 | 100 | Discussed the transition and the innovation model |
| Carriage House Parent Event | 6/9/15 | 15 | 2 | 1 | 0 | 0 | 50 | Discussed the transition and the innovation model |
| Carriage House Parent Event | 6/16/15 | 20 | 0 | 1 | 0 | 0 | 40 | Discussed the transition and the innovation model |

Describe process and comments from Family and Community Input:

- How and when was information shared?
- What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

Family

Information on the planned transformation of School #103 was shared with parents as early as February of 2015 as part of Francis Scott Key's transition into becoming the state's first-ever Innovation Network School (INS). The INS program, made possible by the 2014 passage of Public Law 1321, allowed IPS to give under-performing or under-used district schools greater flexibility and autonomy in an effort to raise student achievement. In order to recruit high-quality partners and school leaders to lead this new network of schools, IPS and Indianapolis-based education incubator The Mind Trust hosted a competition that drew over 63 applicants from across the country. The George and Veronica Phalen Leadership Academies ("PLA") was selected as one of only four finalists in late June 2014 and provided with a year to plan the transition of School #103 with the support and guidance of the Indianapolis Public Schools (IPS), the Mind Trust, and several other partners (the "Innovation School Fellowship"). Francis Scott Key Elementary was selected by IPS as the partner school in March of 2015.

Ongoing, intensive engagement with families has been a critical part of this process, and School #103 has had uniquely strong support and access to families during the Fellowship year as a result of the collaborative nature of this partnership between the school, PLA, and IPS. Every parent received initial notification of the transition on February 27, in the form of a letter and/or phone call welcoming them back to School #103. The school shared key information with parents at weekly Parent Session Meetings throughout the month of April, in addition to soliciting parents' input and feedback regarding changes at School #103 both verbally and through surveys. To inform parents, build relationships, and encourage parents to come out to school meetings, IPS and PLA community leaders personally visited #103 families during weekly canvassing/outreach visits – most of the school's families had never before had leaders visit their homes and encourage them to engage.

Families were then welcomed to attend a Parent Presentation Meeting in May 2015, in which school leaders shared both the core pillars and strategies of the transformation at School #103, as well as how those strategies had been influenced by parent feedback. Analysis of parent input revealed that:

- Parent feedback centered in part on the topic of school safety, given the high number of physical aggression incidents in the preceding year. As a result, school leadership was able to both a) plan to hire a Dean of Scholars responsible for school culture and b) refine a quality behavior management system which focuses on creating a safe, supporting, and encouraging environment and specifically on reducing incidents of physical aggression.
- Another central topic was parental concern with the quality of school staff and leadership and in their ability to ensure a safe environment and high student achievement. The school addressed these concerns by replacing the principal and requiring all staff to re-apply for positions under a much more rigorous hiring process to ensure a strong instructional team.

- Parents also raised concerns with the degree of access to technology at School #103, particularly for students who required intervention. As a result, the school evaluated its adaptive learning software and curricula that will form a critical part of the response-to-intervention and blended learning models to ensure that Tier II and Tier III intervention curricula were both rigorous and accessible.
- Another key recommendation that emerged from parent meetings was to increase opportunities for involvement and buy-in from parents. In response, the school elected to implement a Parent Advocate program, replicating an evidence-based model piloted through the East Durham Children’s Initiative (EDCI). The Parent Advocate program, to be managed by the Dean of Scholars, helps parents access community resources, understand the school system, and more while providing social and emotional support for students.

These events, followed by a Family Day in June and numerous other upcoming events such as Ice Cream Socials and Back to School Nights have helped School #103’s community and the parents of its students understand the transformational vision for the school and its role in the community.

Community

The Innovation Network structure, and the district’s early commitment to transforming School #103 provided additional opportunities to gain community input and assess the school’s needs. In late February 2015, leadership from the district and the new school leadership met to outline the transition plan of School #103 and a plan to gather input from the wider community. The committee focused outreach efforts on three key community organizations located near the Far Eastside community in which School #103 is located: CAFÉ, the United Way of Central Indiana (UWCI), and Fervent Prayer Church (FPC). Each organization is deeply rooted in the community and was also able to assist with gathering feedback from families. Periodic meetings provided critical input into the transformation process at School #103.

The UWCI, IPS, and School #103 leadership collaborated to review the partners, school day structure, and behavioral support initiatives at School #103. UWCI evaluated and provided feedback in the form of a detailed analysis of the school’s 21 existing partners’ to identify the five that provided the best outcomes for students and families at School #103. This information was incorporated in a new plan to work with the various partners selected as part of this process during the period of the grant. As a result, community partners are now much more tailored, effective, and aligned with supporting the transformation vision at school #103.

CAFÉ is a long-time provider of support services for the families at School #103, many of whom live in low-income communities. Staff from CAFÉ recommended that School #103 extend the school day to better support the needs of working families, an initiative which is now a part of this transformation plan. In addition, CAFÉ recommended that School #103 improve behavioral and emotional supports for families and scholars to help alleviate the stresses many experience as a result of poverty. The decision to add a Dean of Scholars, who can also serve as a point person for coordinating in-school and community-based services, proceeded in part from this recommendation.

Fervent Prayer Church opens its doors to welcome families who attend Francis Scott Key Elementary. As an operator of PK-2 educational programs, FPC also provided perspective to school leaders on the incredible importance of personalized attention in early education. As a result of these meetings, school leaders ensured that teaching assistants would be available in all classrooms in order to ensure individual and small group attention for early learners.

Finally, school leaders hosted a series of meetings at Carriage House East Apartments located on the Far Eastside of Indianapolis. Here, leaders

| | |
|--|---|
| | shared details on the plan for the transition to School #103, as well as details on the new school model. Parents reinforced the recommendation for increased opportunities for involvement and information, and school leaders solidified their plan to hire Parent Advocates as a result. |
|--|---|

| Overall Achievement | BASELINE SY 2014-2015 | SY 2015-2016 Goal | SY 2016-2017 Goal | SY 2017-2018 Goal | SY 2018-2019 Goal | SY 2019-2020 Goal |
|--|----------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Percent of students proficient on ISTEP (Both ELA and Math) (3-8) | 15.3% | 20% | 25% | 30% | 35% | 40% |
| Percent of students proficient on ISTEP (ELA) (3-8) | 31.1% | 36% | 41% | 46% | 51% | 56% |
| Percent of students proficient on ISTEP (Math) (3-8) | 26.7% | 32% | 37% | 42% | 47% | 52% |
| Percent of students proficient on IREAD (Spring Test Only) (3) | 25% | 35% | 45% | 55% | 65% | 70% |
| 10 th grade ECA pass rate (English 10) | NA | NA | NA | NA | NA | NA |
| 10 th grade ECA pass rate (Algebra I) | NA | NA | NA | NA | NA | NA |
| Non-Waiver Graduation Rate – HS only | NA | NA | NA | NA | NA | NA |
| College enrollment rates – HS only | NA | NA | NA | NA | NA | NA |

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

| Leading Indicators | BASELINE SY 2014-2015 | SY 2015-2016 Goal | SY 2016-2017 Goal | SY 2017-2018 Goal | SY 2018-2019 Goal | SY 2019-2020 Goal |
|--|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 75,600 (180 days for 7 hours) | 81,000(180 days for 7.5 hours) |
| 2. Number of daily minutes of math instruction | 60 | 120 | 120 | 120 | 120 | 120 |
| 3. Number of daily minutes of EL/A instruction | 90 | 120 | 120 | 120 | 120 | 120 |
| 4. Dropout rate – HS only | N/A | | | | | |
| 5. Student attendance rate (must be a percentage between 0.00 and 100.00) | 80% | 80% | 90% | 95% | 90% | 95% |
| 6. <i>Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only</i> | N/A | | | | | |
| 7. <i>Number of students completing dual enrollment classes – HS only</i> | N/A | | | | | |
| 8. <i>Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only</i> | N/A | | | | | |
| 9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other | BAS | LSD,BAS,SS | LSD,BAS,SS | LSD,BAS,SS | LSD,BAS,SS | LSD,BAS,SS |
| 10. Discipline incidents – number of suspensions and/or expulsions (includes incidents of physical aggression) | 201 | 180 | 160 | 140 | 100 | 60 |
| 11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number | N/A* | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| *Chronic absences: We have included this metric as truancy data is not available. This is what we consider to be the closest estimate. | 52% | 45% | 40% | 35% | 30% | 10% |
| 12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].) | 3 [HEF] 9 [EF] 1 [IMP] 0 [IN] 2 [Not Evaluated] (2013-2014) | 5 [HEF] 9 [EF] 1 [IMP] 0 [IN] | 6 [HEF] 8 [EF] 1 [IMP] 0 [IN] | 7 [HEF] 7 [EF] 1 [IMP] 0 [IN] | 8 [HEF] 6 [EF] 1 [IMP] 0 [IN] | 9 [HEF] 5 [EF] 1 [IMP] 0 [IN] |
| 13. Teacher attendance rate (must be a percentage between 0.00 and 100.00) | 97% | 97% | 97% | 97% | 97% | 97% |

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data above and address the subgroup needs identified.**

| Instructional Programs | |
|------------------------|--|
| LEA Analysis | <p>In terms of student performance, School #103 ranks the lowest in the district. Unfortunately, it is also one of the worst performing schools in the state, having received an “F” rating for the past five years. That is why we selected School #103 as Indiana’s first school to become an Innovation Network School, made possible by Public Law 1321, giving the school the much needed autonomy and flexibility to turn its performance around. Your support will be critical to achieving that goal.</p> <p>School #103 demonstrates strong need across all critical areas, especially in the area of instruction. A thorough analysis was conducted, including student achievement data (i.e., ISTEP+, IREAD-3 scores) and frequent site and classroom observations, both announced and unannounced during the 2014-15 school year (Innovation Fellowship Year), when IPS collaborated with community partners The Mind Trust and the Phalen Leadership Academies (PLA - more in later sections), to assess school needs and gather school turnaround best practices that we will be able to implement at School #103 with the resources of the School Improvement Grant. Our analysis revealed the following critical needs:</p> <p><u>Need for increased instructional time:</u> Turning around a chronically low-performing school requires, in part, increasing the amount of core content instructional time taking place during the school day. Last year, instructional time for reading and math varied substantially each day. While the baseline goal was to provide students with 60 minutes of math and 90 minutes of ELA instruction, actual instructional time in these subjects averaged only 50 minutes per day.</p> <p><u>Need for consistent assessment of student progress:</u> Through our observations and work group meetings, it became transparent that the school lacked a clear system for using student achievement data to drive instruction and to provide appropriate interventions. The lack of consistent formative assessment and regular data analysis prevents students from receiving instruction that is targeted to their specific academic needs. To make this happen, more training is needed to help teachers more deeply incorporate analysis of student need in developing lessons and individualized learning opportunities.</p> <p><u>Need for individualized instruction:</u> Instruction at School 103 is limited to whole-group instruction. For both students who are struggling academically and who are performing ahead of their peers, this model does not provide adequate differentiation of instruction to help each child maximize his or her performance. Without personal attention and support, children at the school often found themselves bored or disengaged, either because they were so far behind on basic concepts that they had lost focus completely and were afraid of being “discovered” by the teacher; or they already mastered the concept and were not given more challenging tasks. Both scenarios led to disengagement, negative behaviors in the classroom, high levels of</p> |

| | |
|--|--|
| | <p>absenteeism and a major loss of time on task.</p> <p><u>Need for research-based, vertically-aligned curriculum:</u> Currently, math and reading curricula at Francis Scott Key Elementary School are not vertically-aligned. In these core areas, there is a lack of consistent research-based instructional strategies in place and a lack of consistent expectations, procedures, and implementation of practices. A district curriculum team monitors both instructional quality and alignment to standards, but the frequency of these visits is too low (approximately once per quarter) and improvement must come from within the school.</p> <p><u>Need for expanded and improved professional development:</u> Currently, teachers have less than one week of professional development, which includes setting up their classrooms. This is not sufficient. Intensive, rigorous, customized training is needed to help ensure that all teachers have the latest research-based tools and the best student data to deliver highly effective classroom instruction. Additionally, there is a strong need for training on culturally-appropriate teaching and management techniques, as the school culture is currently often chaotic and not conducive to learning or sensitive to student needs.</p> <p><u>Need for improved formative assessment and data analysis:</u> Teachers currently struggle to accurately collect and utilize student achievement data. While School #103 intended to implement two formative assessment tools in the previous year (DIBELS and NWEA), data collection was actually highly inconsistent and inadequately utilized to inform instruction. While our curriculum team has assisted teachers with data analysis, the school itself must develop proper data analysis procedures on its own to maintain high academic standards.</p> |
| <p>Justification for Selected Interventions (include alignment to model chosen)</p> | <p><u>Increased instructional time:</u> The Transformation model would allow for School #103 to increase the school day and to maximize the amount of instructional time each day. A School Improvement Grant would support the transition of School #103 to an Innovation Network School, which would enable School #103 to extend each regular school calendar day by 30 minutes and to pair every certified teacher with a Teacher’s Assistants to provide personalized, small-group instruction. In addition, the Transformation model would allow the school day to be restructured to expand core content instruction by 60 minutes daily. Together, these changes will increase core content instructional time from 150 minutes a day to 240 minutes a day, an increase of 90 minutes daily. As is described in greater detail below, the majority of this increase will be in the form of individualized learning.</p> <p><u>Individualized instruction:</u> Our selected model would allow School #103 to pair our Academic Teachers with Teacher’s Assistants, enabling the school to implement a highly individualized “blended learning” model in which students have the opportunity to receive individualized instruction in small groups of no more than 8. Having that extra adult in the classroom will add a critical resource to the school. Students will now receive the majority of their core reading and math instruction (90</p> |

minutes each) through individualized methods. The 90-minute session will be broken into three equal small-group learning blocks: (1) 30 minutes of guided instruction with the certified teacher, (2) 30 minutes of targeted intervention with the teacher's assistant, and (3) 30 minutes working on high quality adaptive learning programs. This model also allows for School #103 to hire a Teaching and Blended Learning Coach. By providing daily support to teachers and TAs in collecting, understanding, and utilizing data in differentiated instruction, the Coach and the school would improve teachers' ability to create personalized learning experiences for each child. Greater differentiation of instruction will help all students, and particularly those from low-achieving sub-groups, rapidly raise their achievement.

Research-based, vertically-aligned curriculum: The Transformation model would allow School #103 to implement new high-quality, vertically-aligned, and standards-aligned reading and math curricula. A curriculum audit was performed during the Innovation Schools Fellowship; through this vetting process that examined each curriculum's evidence base and considered expert opinions from a team of accomplished educational professionals, we selected the following standards- and research-based curricula for our Innovation Network School: Harcourt Journeys (literacy), Singapore Math (mathematics) and Indiana Science Initiative/FOSS (science). Each curriculum provides a set of tools and resources to help teachers develop differentiation strategies based on student skill levels. Selection of digital adaptive learning curricula (DreamBox Learning and Compass Learning) for our rotational model was selected based on a set of research- and practice-based factors identified by the Charter School Growth Fund, a national leader in blended learning. The Transformation model would allow for teachers to help raise the performance of all students using curricula that have been proven to do so when delivered with fidelity. In addition, it would provide for differentiated instruction students to target instruction to children in low-performing subgroups.

Improved formative assessment and data analysis: Under the Transformation model, the school would install a coherent, aligned and rigorous data assessment process. We would augment the existing formative assessment (DIBELS) with daily/ongoing formative assessments provided through adaptive learning software and weekly curriculum-based tests. In addition, the school would administer STAR Reading and Math, a nationally-normed assessment that is rated highly by groups such as the National Center on Intensive Intervention, the National Center on Response to Intervention, and the National Center on Student Progress Monitoring. We also chose the assessment because of its ability to provide interim assessment data that teachers can effectively use to tailor their instruction. The STAR assessments will be implemented consistently at the beginning, middle, and end of the school year. All formative assessment data will be collected in a unified data, easy-to-access data dashboard system. All instructional staff will receive additional, intensive training on how to consistently and accurately collect, analyze, and utilize student formative assessment data in this system, as well as ongoing reinforcement of the importance of data collection from the leadership team. Finally, the addition of a Teaching and Blended Learning Coach to provide daily assistance to all instructional staff on data analysis and collection would ensure that instructional improvements are informed data.

| | |
|--|--|
| | <p><u>Expanded and improved professional development:</u> To ensure the effective use of additional learning time, new curricula, assessments, and core instructional staff, we will significantly expand existing professional development and significantly increase the rigor, intensity and relevance of training for all staff. The Transformation model will allow School #103 to implement two full weeks of pre-service professional development (PD), as well as on-going professional development throughout the year. The expanded PD program will improve teachers’ abilities to differentiate instruction, utilize data, create a safe and supportive school culture, and partner effectively with families.</p> |
| <p>School Leadership</p> | |
| <p>LEA Analysis</p> | <p><u>Need for high quality principal:</u> Last year, the school lacked the leadership capacity needed to lead transformational change, to challenge existing assumptions about student performance, and to formulate influential relationships with students and parents. With the replacement of the previous Principal with a strong school leader described below, the school now has the right leadership to implement the activities proposed under our Transformation-Innovation Model.</p> <p><u>Need for positive and nurturing school culture:</u> School #103 needs a leadership team to transform the school’s culture. As shown in the above leading indicator section, school discipline incidents and physical aggression incidents are a significant issue at School #103. These issues stem in part from inconsistent implementation of school discipline policies. Additionally, teachers at School #103 do not receive adequate training on creating positive student culture, and related to the school’s core instructional needs, students also lack the personal attention they need to stay on task, which further contributes to negative behavior.</p> <p><u>Need for more rigorous leadership structure:</u> School observation data showed that additional structure was needed at a leadership level in terms of regular contact, meetings, and leadership-level planning to guide key decision-making.</p> |
| <p>Justification for Selected Interventions (include alignment to model chosen)</p> | <p><u>New principal:</u> The principal from the 2014-2015 was reassigned to another school in the district for 2015-2016. A new principal was selected to lead school transformation after School #103 was designated as an Innovation Network School. The Principal was selected based on leadership ability, experience transforming school culture, and demonstrated record of improving student achievement, we believe this new Principal has sufficient ability to lead the transformation process at School #103. Regular meetings with a mentor sourced from a local high-performing district or public charter school would help provide Principal implement innovative leadership practices and develop a deeper understanding of successful educational models.</p> <p><u>School culture improvements:</u> In addition to hiring a new principal, we will hire a Dean of Students (called a “Dean of Scholars”) to set the foundation for the school culture and safety principles. The Dean will be responsible for consistent</p> |

enforcement of school attendance, truancy reporting, and discipline policies. The Dean will also manage the Parent Advocates, who will perform home visits and implement other parental involvement and engagement initiatives. In addition to more training for staff, and greater consistency regarding behavioral expectations and deeper collaboration with parents, we will also implement a character education curriculum (“Building Dreams,” described in detail below) next year at School #103.

School leadership team: The Transformation model would spur the creation of a school Leadership Team, comprised of the Principal, Assistant Principal, Dean of Scholars, and a Teaching and Blended Learning coach, to meet weekly to ensure the success of school improvement efforts. In addition, IPS will collaborate closely with our lead partner organization Phalen Leadership Academies, in the areas of recruitment, training, professional development, data analysis, and fundraising, providing School #103 with tremendous additional capacity to ensure its success.

School Infrastructure

LEA Analysis

Francis Scott Key Elementary has a Principal, an Assistant Principal, a Social Worker, and an In-School Suspension Coordinator. There are 13 classroom teachers, 3 special area teachers, and 4 special education teachers.

Need for highly effective teachers: Highly effective and qualified teachers are critical to a successful school and for school turnaround. In 2013-2014, student performance was abysmally low: only 15% of students passed the ISTEP. In addition, a substantial portion (12.8%) of educators were either not evaluated or needed improvement. From school observations performed during the 2014-2015 school year/Innovation Schools Fellowship year, it is clear that the quality of instruction is not rigorous and there is little evidence of standardized lesson planning. Further, it is clear that teacher evaluation must more accurately reflect an ability to raise student achievement. School leaders also expressed a need for educators that share cultural backgrounds with our students in order to support stronger teacher-student relationships and an improved school culture. There is also a strong need to retain high-performing staff members over the long term, in order to create higher-skilled educators, reduce the need for staff training in later years, and create staff buy-in for school transformation.

Need for additional instructional staff and smaller classes: The average classroom student to teacher ratio in the 2014-2015 school year was over 30 to 1. This prevented a) students from receiving personalized instruction, b) the formation of strong relationships between instructors and students, and c) adequate supervision of students during both instructional and transitional periods. A lack of supervision in particular has contributed to an abnormally high number of student discipline incidents, as described in the leading indicators chart, and incidents of physical aggression in particular.

The school currently has sufficient special education staffing, provided by IPS, yet the environment is overly restrictive; additional learning methods are needed to help children with disabilities make and the process for tracking students into

| | |
|--|---|
| | <p>special education needs to be more clearly defined.</p> |
| <p>Justification for Selected Interventions (include alignment to model chosen)</p> | <p><u>Highly effective teachers:</u> During the Innovation Schools Fellowship year, all teachers were required to re-apply for their positions as part of the flexibility allowed for School #103 under the Innovation Network Schools program, facilitated by PLA. Each teacher was required to pass a very rigorous, seven-step interview and screening process including a phone screen, writing sample, leadership test, and interview day in which teachers must pass: a presentation on their background and reasons for teaching, a critique of a recorded teacher, scenario-based questionnaire, and an explanation of how they would analyze student formative assessment data. Of the 15 teachers who re-applied for positions at School #103, none were re-hired under new standards. The school leveraged the PLA network, through sources such as Butler University, the IDOE's recruitment page and other websites, Teach for America, the National Association of Black School Educators, and the Indianapolis Chapters of the Black MBA Association, and recruitment services to conduct a targeted and intensive recruitment effort. The school attracted over 130 candidates and selected a diverse and highly qualified group of teachers, TAs, and administrators to lead transformation at School #103. PLA is committed to diversity (58% of its leadership staff are Black; 67% are people of color; and 83% are women) and is focused on supporting School #103 in developing a diverse group of educators to address the needs of all students.</p> <p>The Transformation model would also allow for the creation of a revised RISE teacher evaluation system, customized for the specific circumstances of School #103, as well as for consistent implementation to lower the number of teacher who are not evaluated. New staff retention practices allowed as part of this grant will allow School #103 to retain a high percentage of staff each year, including: service on the leadership or culture/safety/curriculum committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through our new training program; and receive support to attain an MBA or other school administration credential at local universities.</p> <p><u>Additional instructional staff and smaller classes:</u> Francis Scott Key will install smaller classes with students to adult ratio of 25 to 2 (or approximately 12 to 1). The Transformation model would also support the addition of paraprofessional Teaching Assistants (TAs) who must pass through a similar selection and training process as teachers. TAs work alongside teachers in a co-teaching model, helping to facilitate both daily whole-group instruction and the rotational/blended learning model described above. Smaller class sizes and the addition of Teaching Assistants will lead to greater personalization and differentiation of core content instruction. Due to the fact that TAs will spend a large percentage of their time working with students individually or in small groups, and as they will be a diverse group of paraprofessionals recruited from similar backgrounds as students, TAs can provide support students' social and emotional growth and provide mentoring. By enhancing support and supervision for students, TAs will help reduce the number of discipline incidents occurring at School #103 and further support the creation of a welcoming school culture that will help raise student attendance.</p> |

| | |
|--|--|
| | <p>The district will continue to provide special education teachers for School #103. Students with Individualized Education Plans (IEPs) are included in the general education program to the fullest extent possible and appropriate strategies are implemented within the regular classroom. The flexibility allowed under the Transformation model and under the Innovation Network Schools program will allow school leadership to make necessary changes in order to provide an appropriate education in the least restrictive environment and the necessary support services as determined by a child's IEP. The addition of technology supports/a blended learning program under this model allows for an increase in the comprehensible input for students with disabilities as a result of increasing the share of audio/visual learning through adaptive learning technology. The implementation of a school-wide response-to-intervention system will also more closely both provide support to students who do not have an IEP and identify those who may need to be tested for an exceptionality.</p> |
|--|--|

Part 5: Selection of Improvement Model

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

X Transformation Turnaround Early Learning Whole School Reform Restart Closure

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

| Describe how the model corresponds to the data, findings, analysis and self-assessment. | | | |
|--|--|---|--|
| Rationale for selected model | Connection to and addressing of Subgroup Data | Connection to and addressing of Overall Achievement Data | Connection to and addressing of Leading Indicators |
| <p>Based on an analysis of student data, conversations with staff members, research, and consultations with the Indiana Department of Education, our team has selected the Transformation model as the most appropriate fit for enacting the desired changes at Francis Scott Key Elementary School.</p> <p>The Transformation model's key school improvement strategies align most closely with the improvement principles that will be implemented as part of School #103's transition to becoming an Innovation Network School. Made possible by the passage of Public Law 1321 in 2014, Indianapolis Public Schools identified the Phalen Leadership Academies (PLA) – a nonprofit</p> | <p>Our school improvement plan addresses the needs of all students and subgroup populations, in the following ways:</p> <p>Our proposed Transformation-Innovation Model is unique in that its core components, which have been proven to raise student achievement for high poverty students and students of color (100% IREAD passage rate at PLA, 87% poverty, 89% African-American), address all students and subgroups. The flexibility under the Transformation Model to utilize a rigorous process of selecting the best teachers and school leaders will elevate the instructional quality at the school, supporting all student subgroups.</p> | <p>Our overall student population is significantly underperforming when compared with their peers on the ISTEP+. Last year, only 15.3% of students overall passed the ISTEP+, and only 25% are proficient on the IREAD. As of 2014-2015, School #103 was the worst-performing school in the district and received an "F" rating for the past five years.</p> <p>Our proposed Transformation Model addresses the critical levers needed to drastically improve achievement in core subjects: maximizing learning time both by restructuring the school day to provide more individualized learning time and by extending the school day; providing individualized intervention by adding Teacher's Assistants; recruiting and selecting highly effective teachers and school</p> | <p>The Transformation model will allow us to put in place practices that address each leading indicator.</p> <p>The number of yearly instructional minutes was increased by 30 minutes each day as a result of greater flexibility allowed for School #103 as an Innovation Network School in 2015. The Transformation model will allow School #103 to complete this change, as well as provide the flexibility to School #103 to increase the number of daily minutes of math and reading instruction from 150 minutes to 240 minutes daily. Over the course of the school year, this will be the equivalent of adding 270 hours of additional instructional time.</p> <p>The improvements in school culture, consistent implementation of school discipline/attendance/truancy policies, increased personalized attention, and</p> |

| | | | |
|--|--|--|--|
| <p>operator of public schools – through a highly competitive selection process to serve as the lead partner in transforming Francis Scott Key into the state’s first Innovation Network School.</p> <p>The district, in close collaboration with PLA, will assume ownership of the transformation process by providing critical services, resources, monitoring, and oversight of transformation efforts at School #103. Francis Scott Key will remain open and a district school. That is why the district determined, along with DOE guidance, that this unique partnership does not fall under the restart in which the school would re-open as a charter school.</p> | <p>We are uniquely positioned to address the needs of African-American and low-income students, as our lead partner, PLA, is experienced and effective with both sub-groups. We have a strong process in place to recruit a diverse cadre of educators who reflect the diversity of our students and understand their needs. Within Indianapolis and Marion County, we will leverage our network including The Mind Trust, Teach for America, Marian University and Butler University to access diversity candidates. We will recruit a geographically and racially diverse cadre of Teacher’s Assistants by working with our partner African American universities across the country that send talented young people to work in Indianapolis, including Tennessee State University, Fisk University and Florida A&M University. Locally, we recruit through the Amos Brown Show, IDOE, Black Expo, the Indianapolis Chapters of the Black MBA Association, the National Association of Black School Educators, and the National Council on Educating</p> | <p>leaders who have a demonstrated track record of improving student achievement; extending core learning time during the school day so students will have more time on task; implementing small-group instruction; adding a Teaching and Blended Learning Coach to assist teachers in using student data to drive instruction; adding a Dean of Scholars and Parent Advocates who will form a highly focused school culture improvement team responsible for turning the school culture around.</p> <p>Our proposed Transformation-Innovation Model is unique in that its core components, which have been proven to raise student achievement for high poverty students and students of color (100% IREAD passage rate at PLA, 87% poverty, 89% African-American), address all students and subgroups. The flexibility under the Transformation Model to utilize a rigorous process of selecting the best teachers and school leaders will elevate the instructional quality at the school, supporting all student subgroups.</p> <p>IPS is recommending the</p> | <p>enhanced social/family/community supports allowed under this model will help increase student attendance and reduce incidents of discipline and truancy. Your grant will enable us to hire a team of Parent Advocates to help our families more deeply engage in their child’s education and facilitate the connection between home and school. With a strong Dean of Scholars in place, made possible by your grant, we will also be able to implement and enforce a more proactive and rigorous behavioral management system, setting the systems and processes in place that can be carried on far beyond the term of the grant.</p> <p>Finally, the Transformation model allows for the implementation of several components that will help increase the percentages of effective and highly effective teachers at the school, including hiring highly qualified teachers, implementing an intensive induction/training program, implementing a revised RISE staff evaluation system that takes into account student performance, providing additional resources for highly effective staff, providing frequent opportunities for leadership growth and frequent monitoring/support from a Teaching and Blended Learning coach and school leaders, and ongoing professional</p> |
|--|--|--|--|

| | | | |
|--|--|--|---------------------|
| | <p>Black Children to build a diverse and effective staff. Additionally, the new curricula that the Transformation model allows us to select are also culturally-appropriate, and reflect themes and topics that are relevant to African-American students, and acknowledge the life challenges faced by students living in poverty. Our educators also receive intensive training and PD that focus on culturally-relevant instructional techniques and family engagement.</p> <p>The implementation of our highly individualized, small-group learning model, made possible with the addition of Teacher's Assistants, will provide a critical instructional resource to the school, providing personalized attention and mastery-based intervention for students so we can better address their individual needs.</p> <p>The flexibility allowed under the Transformation model and under the Innovation Network Schools program will allow school leadership to make necessary changes in order to provide an</p> | <p>Transformation model to provide strong instructional and infrastructural support to address this low overall achievement.</p> <p>With the implementation of the changes described in the section below, Francis Scott Key Elementary will have in place the needed elements to significantly improve student achievement.</p> | <p>development.</p> |
|--|--|--|---------------------|

| | | | |
|--|---|--|--|
| | <p>appropriate education in the least restrictive environment and the necessary support services as determined by a child's IEP. The addition of Teacher's Assistants will help personalize instruction for students with special needs. The technology supports/blended learning model allowed under this model will provide an increase in comprehensible input for all students as described above. Finally, the addition of a response-to-intervention model will allow better support and tracking for students who may test for disabilities.</p> | | |
|--|---|--|--|

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

The School Improvement Grant will infuse Francis Scott Key Elementary with critical resources that are necessary to significantly improve student achievement and culture. By the time the grant period is over, these changes will be embedded and become the new norm for our school, for our students and staff, and for our community. We have been able to begin to lay the foundation to School #103' transformation efforts thanks to its conversion into an Innovation Network Schools (INS) within IPS. Made possible by the passage of Public Law 1321 in 2014, Indianapolis Public Schools identified the Phalen Leadership Academies (PLA) – a nonprofit operator of public schools – through a highly competitive selection process to serve as the lead partner in transforming Francis Scott Key into the state's first Innovation Network School. PLA is a nonprofit network of high-performing public schools located in Indianapolis, which has an evidence-based approach to school leadership and a track record of improving student achievement.

Through this Innovation School structure, we had an additional year to research and identify best practices for transforming School #103. Our leaders had the opportunity to visit and observe over 67 of the best private, public, parochial, and charter schools throughout Indiana and the country, including those recognized for school turnaround expertise. With each, the team studied their models and visited and spoke with the schools' leaders

to help refine School #103's educational model, goals, and program. The team then worked with Bellwether Education Partners – an education management consulting agency – and The Mind Trust to develop a detailed plan for strategically aligning instructional practices at School #103 with best practices in the field, feedback from School #103 parents and the local community, and PLA's evidence-based core pillars of school leadership. The leadership team for School #103 has been able to intensively focus on designing changes for School #103 for the entirety of the 2014-2015 school year and the summer of 2015, and as a result has created a school improvement model that will help drive transformation for Francis Scott Key's Principal, teachers, and students.

Your grant will be essential to implementing those best practices we have identified and actualize and accelerate the impact of the Innovation Network School.

Creating principal change: Your grant will create principal change by supporting a highly qualified school leader, building out a highly effective leadership team, and providing the school with critical operational support from the Phalen Leadership Academies and IPS. Greater operational flexibility under the Innovation Network School and the Transformation Model allows for the replacement of the principal and the installation of new leadership that is better aligned with the school's needs. IPS, in partnership with The Mind Trust, has invested considerable time and energy to help select the right operator and leadership team. PLA was selected based on its successful track record, proven experience in and understanding of high poverty schools, experience implementing a highly individualized learning model, and expertise in shaping school culture. District administrators have also provided extensive operational flexibility (i.e., to hire and fire staff, select appropriate curricula, provide additional staff training) to the Principal as part of the INS, ensuring the Principal has the autonomy to effectively change the culture and academic success of the school. As a result, the new Principal is very well qualified to lead transformational change, and monthly meetings with a mentor – a current or former school leader who has a track record of turning around low-performing schools – will further solidify the Principal's ability to lead school change. In addition, your grant will allow us to hire a new Dean of Scholars as part of a newly-formed leadership team that will be critical to building a strong and positive school culture.

Creating teacher change: Your grant will create teacher change by allowing us to recruit the best of the best, evaluate and retain high-performing teachers, provide rigorous and intensive training so that our educators can provide students with the best possible education. All staff participate in a rigorous selection process, and only the most exceptional teacher-leaders are selected to serve our students. We will also refine the RISE evaluation framework, which is grounded in research-based collaborations to produce a document that integrates students' growth, multiple observations, and a demonstration of teacher skill and knowledge within its framework. This evaluation system will include strategies to identify and reward staff who are increasing student outcomes; support and then remove those who are not.

As a result of visiting other model schools, our school leaders also realized that we needed to expand training/professional development for School #103's teachers. Your grant will allow us to provide 154 hours of initial and ongoing professional development that will ensure that teachers have the skills needed to meet the needs of all students and of each specific subgroup. Additional promotional and leadership opportunities will ensure high retention of effective/highly effective educators.

Creating student change: Your grant will create student change allowing us to extend the school day; maximize core instructional time; individualize learning through small-group guided instruction, the addition of Teacher's Assistants, and adaptive learning programs. The Transformation model requires schools to identify and implement instructional programs that are research-based and vertically aligned to the standards. During the Fellowship year and a review of effective curricula, school leadership selected best-in-class blended learning curricula. Moving forward, the implementation of a highly individualized learning model, as well as a response-to-intervention system and co-teaching model, will help ensure strong, sustained academic growth; in the PLA network, where 87% of students are living in poverty, 100% of children passed the IREAD-3 examination in 2014-2015. Improved formative assessments and data collection practices will allow School #103 staff to measure successful practices and student outcomes. Teachers will utilize ISTEP+ disaggregated data, ISTEP+ student growth records, formative classroom assessments, and STAR and DIBELS data to continuously assess student growth and to guide classroom instruction. The district has also selected the Transformation Model due to the potential of the principal and staff to embed an instructional model based on student needs. The strong focus on professional development with an embedded Teaching and Blended Learning Coach and Teaching Assistants working alongside classroom teachers will build capacity and support for staff and students, as well as data collection capacity.

A major focus of the Fellowship year was to identify and develop key partnerships and relationships with parents, as is described in detail above. Moving forward, a variety of transformational action steps will help ensure that students and families attend a truly community-oriented school. Every educator will be trained to more effectively partner with parents. Hiring Parent Advocates will allow parents to connect more closely with their child's education. Regular parent teacher conferences, events, workshops, and data-sharing will help parents stay informed. Partnerships with community agencies will provide afterschool and summer care and instruction to help both raise student achievement and support working families, while other partnerships will link parents to external resources that help support family success. In addition, the hiring of a Dean of Scholars to implement a culturally competent and comprehensive behavior management, social support, and tolerance promotion system will help ensure a safe, engaging, and positive school experience for every child.

Finally, as part of quality review and continually focus on the goals of SIG I003 (g), a core team of school leaders will meet regularly with the Innovation Officer to review student growth and the school improvement process and to provide leadership for monitoring goals and data collection.

As is detailed in the chart below, the School Improvement Grant would build on existing activities already implemented at the school and accelerate the transformation process for School #103 begun as part of the transition to an Innovation Network School. The only activities for which this application requests the support of a School Improvement Grant are those activities that are not covered by per-pupil allocation; our request does not supplant any existing federal funding. The district only requests supplemental funds to cover the cost of these supplemental but essential activities. During the Fellowship year, the new Principal was provided an annual salary. This support enabled school leadership to work full-time preparing for transformation at School #103 a year before the school opened and to implement the completed activities referenced in the chart below. In doing so, this enabled the school to receive a head start on transformation and accelerate the impact that your grant would have on the children attending School #103. As an Innovation Network School, School #103 receives the same funding that other district schools within IPS receive. In fact, because the school’s plan for transformation includes implementing a highly rigorous and personalized learning system (including elements such as a teaching assistant and teacher in every classroom, blended learning, and an extended school day), the funding that School #103 receives from the district is actually lower than what is required to implement this model, resulting in a funding gap.

| School Needs | Transformation Model Principles | Transformation Action Steps to Date | How SIG 1003(g) Will Accelerate Teacher, Principal, and Student Change <i>(Below is a summary of the main actions, please refer to the following charts for a comprehensive description)</i> |
|--|--|--|---|
| Highly effective principal Highly effective school leadership team Highly effective teachers | Increasing teacher and school leader effectiveness | <ul style="list-style-type: none"> • Principal replaced for the 2015-2016 school year • All teachers invited to re-apply for positions; only highly qualified teachers hired • Underperforming teachers replaced with high-quality instructors • Teacher’s Assistants hired to implement co-teaching model | <ul style="list-style-type: none"> • Build out strong school leadership team • Implement a comprehensive, intensive training and professional development program • Provide ongoing staff recruitment and retention support • Customize and implement |

| School Needs | Transformation Model Principles | Transformation Action Steps to Date | How SIG 1003(g) Will Accelerate Teacher, Principal, and Student Change <i>(Below is a summary of the main actions, please refer to the following charts for a comprehensive description)</i> |
|--|---|---|--|
| | | alongside teachers | customized teacher evaluation system <ul style="list-style-type: none"> • Provide additional promotional and leadership opportunities for highly effective teachers |
| Research-based, vertically-aligned curriculum More personalized instruction Expanded and improved professional development | Comprehensive instructional reform strategies | <ul style="list-style-type: none"> • Curriculum audit was performed in the 2014-2015 school year. Identified research-based, vertically-aligned curricula for classroom and blended learning programs • Built and will maintain comprehensive data dashboard system for storing additional student data | <ul style="list-style-type: none"> • Place Teacher’s Assistants and enable them to provide extended hours of instruction, making instruction more individualized • Hire a Teaching and Blended Learning Coach to provide daily data assistance to teachers and TAs • Hire a Dean of Scholars to support school learning and culture improvements • Implement a culturally competent safety system and student support system • Implement a response-to-intervention model • Provide ongoing, job-embedded professional development throughout the school year through regular classroom observations and debrief, as well as staff meetings and student data review sessions |

| School Needs | Transformation Model Principles | Transformation Action Steps to Date | How SIG 1003(g) Will Accelerate Teacher, Principal, and Student Change <i>(Below is a summary of the main actions, please refer to the following charts for a comprehensive description)</i> |
|--|---|---|---|
| | | | <ul style="list-style-type: none"> Implement additional curriculum-based formative assessments and nationally-normed, standardized assessments |
| <p>Increased instructional time</p> <p>Extended learning opportunities</p> <p>Improved family engagement</p> | <p>Increase learning time and create community-oriented schools</p> | <ul style="list-style-type: none"> Restructured the academic schedule to increase learning time to 120 minutes in each core content area Conducted comprehensive review of school's existing community partners to identify those with highest student outcomes | <ul style="list-style-type: none"> Allow our teaching staff to deliver provide students with high quality extended learning time daily and throughout the year Train educators to work effectively with parents Hire three parent advocates to specialize in engaging families Implement culturally competent engagement programs and family nights |
| <p>Additional accountability and support</p> | <p>Providing operational flexibility and support</p> | <ul style="list-style-type: none"> School #103 provided enhanced flexibility, partnership with PLA, increased support as part of Innovation Network Schools selection. Includes ability to hire and fire staff, select appropriate curricula, provide additional staff training School #103 permitted to operate under a new governance arrangement as an | <ul style="list-style-type: none"> Deliver ongoing critical services to school, in the areas of recruitment, training, data analysis, finance and fundraising support Increase district infrastructure and capacity to support the Innovation Network School, creating another layer of quality assurance and accountability in partnership with PLA, providing the school with unprecedented |

| School Needs | Transformation Model Principles | Transformation Action Steps to Date | How SIG 1003(g) Will Accelerate Teacher, Principal, and Student Change <i>(Below is a summary of the main actions, please refer to the following charts for a comprehensive description)</i> |
|--------------|---------------------------------|-------------------------------------|---|
| | | Innovation Network School | level of support |

Part 5a: Selection of Improvement Model – SMARTGOALS

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

***CLOSURE schools do not need to complete SMART goals**

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).
These goals will drive your entire grant.

SMART Culture Goal

Decrease the percentage of physical aggression office referrals by approximately ten (10) percentage points across each year of the grant:

- 2014-2015 (Baseline): 197
- Planning year 2015-2016 goal: 180 (10% decrease)
- Implementation year one 2016-2017 goal: 160 (20% decrease)
- Implementation year two 2017-2018 goal: 140 (30% decrease) (3-year culture goal)
- Implementation year three 2018-2019 goal: 120 (40% decrease)
- Sustainability year 2019-2020 goal: 100 (50% decrease) (5-year culture goal)
- District sustainability year 2020-2021 goal: 60 (70% decrease)

SMART Academic Goal

| ELA Academic Goal | Math Academic Goal | Other Academic Goal (optional) |
|--|--|--------------------------------|
| By June 2017, there will be 10% growth in ELA ISTEP+ results from scores achieved in 2014-2015 | By June 2017, there will be 10% growth in Math ISTEP+ results from scores achieved in 2015 | |
| By end of year five (June 2020), there will be 25% growth on ISTEP+ results | By end of year five (June 2020), there will be 25% growth on ISTEP+ results | |

Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|-----------------------------------|---|-------------------------------------|---|--|
| Principal Changes and Flexibility | <p>Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort (LEA)</p> <p>Redesign the current leadership structure to create a building-wide team (Principal, Assistant Principal, Dean of Scholars, Lead Teachers)</p> | Phase one (1 st quarter) | <p>The previous principal has been replaced in the summer of 2015. The new Principal was selected through a highly rigorous selection process. The new Principal has extensive experience in school leadership and was selected in part based on demonstrated ability to steer school culture and turn around school performance. Principal will lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts. Please see more about flexibility in the implementation years, under operational flexibility.</p> <p>Creation of Leadership Team and SIG planning group/sub-team comprised of the Principal, the Assistant Principal, the Dean of Scholars, Lead Teachers, and other key personnel</p> <p>Create plans for hiring Dean of Scholars. Hire Dean of Scholars through comprehensive recruitment process and rigorous interview process to identify highly qualified candidate.</p> | <p>General fund</p> <p>Salary for Dean of Scholars</p> <p>No budget impact</p> |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|------------------|---|----------|--|--|
| Building Culture | <p>Provide the principal with a mentor from a high-performing school, or external or university partner (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, District Administration)</p> <p>Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students (Principal, Assistant Principal, Dean of Scholars)</p> <p>Implement a culturally competent tiered system of support focused on student psycho-social health (Dean of Scholars, Social Worker, Teachers, Parent Advocates)</p> | | <p>Create process for identifying a mentor, which will include identifying an experienced school leader from either a current SIG-turnaround school that has been successful with implementation or a local high-performing public school.</p> <p>Provide pre-service training for staff on behavior management system.</p> <p>Implement new comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies, as well as an effective behavior management system (i.e., fair and consistent rules and aligned incentives, positive reinforcement for pro-social behavior).</p> <p>School culture system dedicated to creating a student-focused, safe learning environment fully implemented. Exceptional teachers and the addition of TAs improves supervision and social-emotional support for students.</p> <p>Building Dreams character education curriculum implemented, provides high-quality social-emotional learning to all students each day aligned to Indiana state standards.</p> | <p>No budget impact</p> <p>Professional development</p> <p>Other support services</p> <p>Salary for Dean of Scholars</p> <p>General fund</p> |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|-------------|--|----------|---|---|
| | Eliminate bullying or promote tolerance (Principal, Assistant Principal, Dean of Scholars) | | <p>Students with social-emotional difficulties are referred to social worker, who identifies any additional supports and provides individualized counseling.</p> <p>School culture system dedicated to creating a student-focused, safe learning environment fully implemented by the Dean of Scholars.</p> <p>Regular classroom observations by Dean of Scholars using standardized rubric to evaluate physical space, adherence to dress codes, classroom tone and interactions, transitions, and more.</p> <p>Daily half-hour community time establishes positive atmosphere each day. Students gather with educators, classmates to practice leadership skills such as public speaking and to reflect on school culture.</p> <p>Building Dreams character education curriculum implemented daily.</p> | <p>General fund</p> <p>Salary for Dean of Scholars</p> <p>Salary for Dean of Scholars</p> <p>No budget impact</p> <p>General fund</p> |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|--|--|--|---|---|
| Effectiveness of staff and recruitment/retainment of staff | <p>Use a teacher evaluation system which takes student growth into account as a significant factor (Principal, Teachers)</p> <p>Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work (Principal, Director of Recruitment)</p> | Phase two (2 nd quarter) | <p>SIG funding used to provide support for modifying and adapting RISE system for Francis Scott Key Elementary based on staff feedback and classroom observations.</p> <p>Teacher and Teaching Assistant (TA) hiring timelines created during Fellowship year. Teaching Assistants are paraprofessionals, work with classroom teachers to implement new blended learning and co-teaching model.</p> <p>Highly qualified teachers and TAs hired during summer of 2015/Fellowship year. Implement a seven-step interview process during the Fellowship year including a phone screen, writing sample, leadership test, and interview day in which instructors must pass: a presentation on their background and reasons for teaching, a critique of a recorded teacher, scenario-based questionnaire, and an explanation of how they would analyze student formative assessment data.</p> <p>Recruit a diverse and highly qualified group of educators by leveraging PLA network to find candidates via online job postings (e.g., IDOE website, Idealist.org), local universities (IUPUI, Marion University), educator sourcing agencies (Teach for America, The New Teacher Project), and diversity-focused</p> | <p>No budget impact</p> <p>Recruitment support services</p> <p>Recruitment support services</p> <p>Recruitment support services</p> |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items | |
|--------------------------|--|----------|--|------------------------------|--------------------------|
| Professional Development | Ensure ineffective teachers are not assigned or reassigned to the school (Principal, Superintendent) | | events and organizations (National Association of Black School Educators, Black Expo) | Recruitment support services | |
| | | | Create Teaching and Blended Learning Coach hiring timeline and hire Teaching and Blended Learning Coach. Teaching and Blended Learning Coaches help instructors analyze, utilize data on a daily basis. | | |
| | | | All 2014-2015 teachers are required to re-apply for positions in summer of 2015. | | No budget impact |
| | | | Principal, teachers, and evaluators receive training on RISE evaluation system and how student growth will be used in this evaluation system. | | Professional development |
| Professional Development | Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training) | | Develop plan for providing high-performing teachers with additional rewards or grants. Options include: Interested and high-performing instructors may also apply for grants to secure classroom resources; opportunities to participate 45 hours of additional summer professional development and receive a stipend. | Support services | |
| | | | Develop plan for promoting, supporting, and retaining highly effective instructional staff, which may include: Recognize school leaders, | No budget impact | |
| | Provide staff with opportunities for leadership growth in the building (Principal) | | | | |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|-----------------------------------|---|---------------------------------------|--|--|
| | Redesign the current leadership structure to create a building-wide team (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, Directors of Recruitment, Training, Data and Accountability, Development, and Finance) | | <p>teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities.</p> <p>Redesign the current leadership structure to create a building-wide team, to include Principal; Assistant Principal; Dean of Scholars; Lead Teachers; along with PLA support through Directors of Recruitment, Training, Data and Accountability, Development, and Finance</p> <p>Develop a system for providing outstanding teachers opportunities for leadership roles outside the classroom.</p> | <p>Staffing and support services</p> <p>No budget impact</p> |
| Principal Changes and Flexibility | <p>Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort (LEA)</p> <p>Redesign the current leadership structure</p> | Phase three (3 rd quarter) | <p>Principal continues to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts.</p> <p>Leadership meets monthly to provide</p> | General fund |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|------------------------|--|----------|---|-----------------------------|
| Instructional Programs | to create a building-wide team (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, Directors of Recruitment, Training, Data and Accountability, Development, and Finance) | | planning, oversight toward transformational change associated with the school's action plan; and build teacher and school leadership capacity; and refining the goals, roles, and responsibilities of the team. | |
| | Provide the principal with a mentor from a high-performing school, or external or university partner (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, District Administration) | | District-provided mentor meets monthly to provide support to Principal in implementing the transformation model. | No budget impact |
| | Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement (Leadership Team, Teaching and Blended Learning Coach, Director of Data and Accountability) | | TAs assist teachers in collecting student data and support Teachers in analyzing data points from blended learning sessions. Implement LEA-developed data dashboard system supplemented by PLA data system for tracking school- and student-level data. Due to implementing a blended learning model, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders. | Salary and benefits |
| | Utilization and analysis of extended learning data (Leadership Team, Teaching and Blended Learning Coach, Teachers, Director of Data and Accountability) | | Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders. | Salary and support services |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|-------------|--|----------|--|---|
| | <p>School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal)</p> <p>Restructure the academic schedule to increase core content or remediation time (Principal, Superintendent, Innovation Officer)</p> | | <p>group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring.</p> <p>Principal conducts three to four formal observations throughout the year, provides feedback to teachers. 50% of Principal's time spent in classroom observations.</p> <p>After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes each day (450 hours yearly) to 240 minutes each day (720 hours yearly).</p> <p>This increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year.</p> | <p>No budget impact</p> <p>Stipend to teacher and TA for extended instructional time*</p> <p>*We maximize budget efficiency because the majority of the additional instructional time is created through a restructuring of the academic scheduled (60 additional minutes) which has no additional expenses attached to it</p> |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|-------------|--|----------|---|---|
| | Using and integrating technology -based supports and interventions as part of the instructional program (Principal) | | Students receive 60 additional minutes of math and 30 additional minutes of reading instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad-assisted activities, and/or 4) guided instruction led by a teacher or TA. | Stipend to teacher and TA for extended instructional time |
| | Provide before/ after/summer/ weekend school enrichment and/or intervention programs (Principal, Teachers, TAs) | | Implement blended learning program, rotating students through one-to-one instruction with best-in-class, standards-aligned adaptive learning software (i.e. DreamBox Math, Voyager Passport for literacy) to support both Tier 2 and Tier 3 interventions in reading and math. | General fund |
| | Hire and implement the use of instructional coaches (Principal, Director of Recruitment, Teaching and Blended Learning Coach) | | Students will be provided with the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week for two hours per day, provided through a partnership with the Boys and Girls Club of Indianapolis. This maintains the pre-grant level of afterschool core content instruction at 360 hours per year. | Funded by Boys and Girls Club through its own grant |
| | Provide staff with opportunities for leadership growth in the building | | A Teaching and Blended Learning Coach, focused on both math and reading, provides | Salary for instructional coach |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|--------------------------|--|----------|--|------------------------|
| Professional Development | (Principal) | | daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark assessment findings. | General fund |
| | Teachers intentionally communicate learning objectives to students which are aligned to IAS (Principal, Assistant Principal, Dean of Scholars, Teachers) | | Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. | |
| | Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of | | Teachers review academic goals and students' progress towards those goals based on formative and summative assessment data on a weekly basis with each student. | |
| | | | Identify high-performing staff to be provided with opportunity to receive 45 additional hours of paid professional development and paid teaching position during the summer. | Other support services |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|---------------------------------|--|--------------------------------------|---|---|
| | Training) | | | |
| Building Culture | <p>Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students (Leadership Team)</p> <p>Eliminate bullying or promote tolerance (Principal, Assistant Principal, Dean of Scholars)</p> <p>Implement a culturally competent tiered system of support focused on student psycho-social health (Dean of Scholars, Social Worker, Teachers, Parent Advocates)</p> | Phase four (4 th quarter) | <p>Hire and train three parent advocates, who will plan family events, workshops, and conduct regular outreach to boost attendance.</p> <p>Daily half-hour community time establishes positive atmosphere each day. Students gather with educators, classmates to practice leadership skills such as public speaking and to reflect on school culture.</p> <p>Parent advocates hired through rigorous process, help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> | <p>One-time philanthropic funding from the Glick Philanthropies</p> <p>No budget impact</p> <p>Seed philanthropic funding from the Glick Philanthropies</p> |
| Family and Community Engagement | <p>Implement culturally competent family and community engagement programs focused on instruction and academic performance (Principal, Teachers, Director of Training)</p> <p>Engage community partners to provide wrap-around services for students and families (Principal, Innovation Officer)</p> | | <p>Plan for development of a parent-teacher organization (PTO) and family nights.</p> <p>Develop partnerships with local community-based agencies to connect students and families to key services such as health, employment, and housing, to host workshops</p> | <p>General fund</p> <p>General fund, funding provided by United Way of Central Indiana, existing IPS Title I</p> |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|---|---|---------------------------------|--|---|
| | <p>Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support (Principal, Teachers, Parent Advocates, Parent Teacher Organization)</p> | | <p>supporting family learning and engagement, and to provide services.</p> <p>Provide monthly progress reports to families on scholars' performance.</p> | <p>allocation</p> <p>No budget impact</p> |
| <p>Effectiveness of staff and recruitment/retainment of staff</p> | <p>Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work (Principal, Director of Recruitment)</p> <p>Implement a comprehensive induction program for new teachers (Principal, Director of Training)</p> | <p>Phase five (summer 2016)</p> | <p>Hire the most qualified candidates for Teacher, Teaching Assistant, and Coach vacancies according to the above process.</p> <p>Implement 154-hour pre-service orientation and training for all instructional staff. Training includes 20-30 hours of webinars and asynchronous, self-paced online modules covering topics such as data-driven instruction, partnering effectively with parents, formative/interim/summative assessments, response to intervention, blended learning, behavior management system, collaborative teaching model (TA and Teacher in each classroom), and more. Modules delivered using Educadium Learning Management System by nationally-renowned PLA-provided trainers, including school turnaround and behavior management experts.</p> | <p>Recruitment services</p> <p>Professional development</p> |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|------------------------|---|----------|---|--|
| Instructional Programs | Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training) | | Provide high-performing staff with opportunity to receive 45 additional hours of paid professional development and paid teaching position during the summer. | Philanthropy |
| | Conduct formative assessment development and training (Principal, Teachers, Director of Training) | | Teachers receive training on formative assessment implementation during pre-service orientation. Principal spends approximately 50% of time in classroom, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric. | Professional development No budget impact |
| | Provide before/ after/summer/ weekend school enrichment and/or intervention programs (Principal, Teachers, TAs) | | Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate. | Philanthropy and Summer School Reimbursement |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|--------------------------|--|----------|---|--|
| Professional Development | Utilization and analysis of extended learning data (Leadership Team, Teaching and Blended Learning Coach, Teachers, Director of Data and Accountability) | | Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance. | Philanthropy and Summer School Reimbursement |
| | Implement a comprehensive induction program for new teachers (Principal; Director of Training) | | 45 hours of training for extended summer instructional hours. Training includes both classroom instruction and 10-15 hours of webinars and -asynchronous, self-paced online modules covering topics such as data-driven instruction, partnering effectively with parents, formative/interim/summative assessments, response to intervention, blended learning, behavior management system, collaborative teaching model (TA and Teacher in each classroom), and more. Modules delivered using Educadium Learning Management System by nationally-renowned PLA-provided trainers, including school turnaround and behavior management experts. | Philanthropy |
| | Implement culturally competent family and community engagement programs focused on instruction and academic performance (Principal, Teachers, Director of Training) | | Train teachers to effectively partner effectively with parents delivered during 154 hours of pre-service and 80 total hours of monthly in-service professional development sessions, as well as during summer PD. | Professional development |

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Steps) | Budgeted Items |
|-------------|--|----------|--|----------------|
| | Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training) | | Provide high-performing staff with opportunity to receive 45 additional hours of paid professional development and paid teaching position during the summer. | Philanthropy |

Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---|---|---|---|---|---|
| <p>Developing and increasing teacher and school leader effectiveness: Replace principal with one who has a past track record of student success and the ability to lead the transformation effort (IN turnaround principle 1)</p> | <p>Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort (LEA)</p> <p>Redesign the current leadership structure to create a building-wide team (Principal, Assistant Principal, Dean of Scholars, Lead Teachers)</p> <p>Provide the principal with a mentor from a high-performing school, or external or university</p> | <p>New principal- Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts.</p> <p>Leadership team- Leadership meets monthly to provide planning, oversight toward transformational change associated with the school’s action plan; and build teacher and school leadership capacity; and refining the goals, roles, and responsibilities of the team.</p> <p>Principal mentor- mentor meets regularly with Principal to provide support to Principal in implementing</p> | <p>New principal- Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts.</p> <p>Leadership team- Leadership meets monthly to provide planning, oversight toward transformational change associated with the school’s action plan; and build teacher and school leadership capacity; and refining the goals, roles, and responsibilities of the team.</p> <p>Principal mentor- mentor meets regularly with Principal to provide support to Principal in implementing</p> | <p>New principal- Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts.</p> <p>Leadership team- Leadership meets monthly to provide planning, oversight toward transformational change associated with the school’s action plan; and build teacher and school leadership capacity; and refining the goals, roles, and responsibilities of the team.</p> <p>Principal mentor- mentor meets regularly with Principal to provide support to Principal in implementing</p> | <p>General fund</p> <p>General fund</p> <p>No budget impact</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|--|--|--|---|---|---|
| | <p>partner (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, District Administration)</p> <p>A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant (Innovation Officer, Leadership Team)</p> <p>Beginning in Year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order receive SIG funding (Innovation Officer, Leadership Team)</p> | <p>the transformation model.</p> <p>Principal reviewed- Review Principal effectiveness in leading transformation and achieving SMART goals according to monitoring plan</p> <p>Evidence submitted- N/A</p> | <p>the transformation model.</p> <p>Principal reviewed- Review Principal effectiveness in leading transformation and achieving SMART goals according to monitoring plan</p> <p>Evidence submitted- Evidence/report highlighting Principal’s ability to successfully lead transformation and achieving SMART goals according to customized RISE rubric and monitoring plan submitted to IDOE</p> | <p>the transformation model.</p> <p>Principal reviewed- Review Principal effectiveness in leading transformation and achieving SMART goals according to monitoring plan</p> <p>Evidence submitted- Evidence/report highlighting Principal’s ability to successfully lead transformation and achieving SMART goals according to customized RISE rubric and monitoring plan submitted to IDOE</p> | <p>Evaluation and accountability services</p> <p>Evaluation and accountability services</p> |
| <p>Developing and increasing teacher and school leader effectiveness: Implement</p> | <p>Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work (Principal, Director of</p> | <p>Hiring highly qualified teachers- Create Teacher, Teaching Assistant, and Teaching and Blended Learning Coach hiring timelines.</p> | <p>Hiring highly qualified teachers- Create Teacher, Teaching Assistant, and Teaching and Blended Learning Coach hiring timelines.</p> | <p>Hiring highly qualified teachers- Create Teacher, Teaching Assistant, and Teaching and Blended Learning Coach hiring timelines.</p> | <p>Recruitment services</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|--|--|--|---------------------------------|
| | <p>Implement a comprehensive induction program for new teachers (Principal, Director of Training)</p> | <p>would analyze student formative assessment data.</p> <p>Induction program/Professional Training Institute Implement 154-hour pre-service orientation and training for all instructional staff. Training utilizes blended learning model and includes both classroom instruction and webinars and asynchronous, self-paced online modules covering topics such as data-driven instruction, partnering effectively with parents, formative/interim/summative assessments, response to intervention, blended learning, behavior management system, collaborative teaching model (TA and Teacher in each classroom), and more. Modules delivered using Educadium Learning Management System by nationally-renowned PLA-provided trainers, including school turnaround and</p> | <p>would analyze student formative assessment data.</p> <p>Induction program/Professional Training Institute Continue to implement 154-hour pre-service orientation and training for all instructional staff. PD system customized based on existing experience; existing high-performing staff may receive slightly reduced training hours. Training utilizes blended learning model and includes both classroom instruction and webinars and asynchronous, self-paced online modules covering topics such as data-driven instruction, partnering effectively with parents, formative/interim/summative assessments, response to intervention, blended learning, behavior management system, collaborative teaching model (TA and Teacher in each classroom), and more. Modules delivered using</p> | <p>would analyze student formative assessment data.</p> <p>Induction program/Professional Training Institute Continue to implement 154-hour pre-service orientation and training for all instructional staff. PD system customized based on existing experience; existing high-performing staff may receive slightly reduced training hours. Training utilizes blended learning model and includes both classroom instruction and webinars and asynchronous, self-paced online modules covering topics such as data-driven instruction, partnering effectively with parents, formative/interim/summative assessments, response to intervention, blended learning, behavior management system, collaborative teaching model (TA and Teacher in each classroom), and more. Modules delivered using</p> | <p>Professional development</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---|---|--|--|--|---|
| | <p>Use a teacher evaluation system which takes student growth into account as a significant factor (Principal, Teachers)</p> <p>Ensure ineffective teachers are not assigned or reassigned to the school (Principal, Superintendent)</p> | <p>behavior management experts. (See attached PD schedule)</p> <p>Evaluation system- Customized RISE system fully implemented, used to evaluate Principal and teachers.</p> <p>Correlate academic and disciplinary evaluation data.</p> <p>Training for new teachers.</p> <p>Ineffective reassigned- Removal of teachers with ineffective ratings.</p> | <p>Educadium Learning Management System by nationally-renowned PLA-provided trainers, including school turnaround and behavior management experts.</p> <p>Evaluation system- Customized RISE system continues to be implemented, used to evaluate Principal and Teachers.</p> <p>Correlate academic and disciplinary evaluation data.</p> <p>Training for new teachers.</p> <p>Ineffective reassigned- Removal of teachers with ineffective ratings.</p> | <p>Educadium Learning Management System by nationally-renowned PLA-provided trainers, including school turnaround and behavior management experts.</p> <p>Evaluation system- Customized RISE system continues to be implemented, used to evaluate Principal and Teachers.</p> <p>Correlate academic and disciplinary evaluation data.</p> <p>Training for new teachers.</p> <p>Ineffective reassigned- Removal of teachers with ineffective ratings.</p> | <p>Evaluation and accountability services</p> <p>Evaluation and accountability services</p> <p>Evaluation and accountability services</p> |
| Developing and increasing teacher and school leader effectiveness: | Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers | Incentives or resources Implement system for providing high-performing teachers with additional rewards or grants, including: | Incentives or resources Continue to implement system for providing high-performing teachers with additional rewards or grants, | Incentives or resources Continue to implement system for providing high-performing teachers with additional rewards or grants, | Other support services and philanthropy |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|--|--|---|--|--|-------------------------------|
| <p>identify and reward school leaders, teachers, and other staff...</p> | <p>(Principal, Director of Training, Director of Development)</p> | <p>Interested and high-performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>PLA development/fundraising director assists school in applying for additional grants to reward high-performing teachers</p> | <p>including: Interested and high-performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>PLA development/fundraising director assists school in applying for additional grants to reward high-performing teachers</p> | <p>including: Interested and high-performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>PLA development/fundraising director assists school in applying for additional grants to reward high-performing teachers</p> | <p>Other support services</p> |
| <p>Developing and increasing teacher and school leader effectiveness: implement such strategies as financial incentives, increased opportunities...</p> | <p>Provide staff with opportunities for leadership growth in the building (Principal)</p> | <p>Leadership growth- Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum</p> | <p>Leadership growth- Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum</p> | <p>Leadership growth- Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum</p> | <p>General fund</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|--|---|---|---|---|-----------------------|
| | | committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. | committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. | committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. | |
| <p>Comprehensive instructional reform strategies: 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 (IN turnaround principle 3)</p> | <p>Conduct a curriculum audit (Principal, Leadership Team)</p> | <p>Curriculum audit- Curriculum audit conducted in the 2014-2015 school year to identify appropriate research-based, vertically- and IAS-aligned reading, math, and science curricula. Vetting process conducted that examined each curriculum’s evidence base and considered expert opinions from a team of accomplished educational professionals. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science) were selected for their alignment with standards, strong</p> | <p>Curriculum audit- Continue to implement research-based, vertically- and IAS-aligned reading, math, and science curricula. Vetting process conducted that examined each curriculum’s evidence base and considered expert opinions from a team of accomplished educational professionals. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science) were selected for their alignment with standards, strong evidence base, and ease of developing differentiation</p> | <p>Curriculum audit- Continue to implement research-based, vertically- and IAS-aligned reading, math, and science curricula. Vetting process conducted that examined each curriculum’s evidence base and considered expert opinions from a team of accomplished educational professionals. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science) were selected for their alignment with standards, strong evidence base, and ease of developing differentiation</p> | <p>Covered by PLA</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|---|--|---|---|---|
| | <p>School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal)</p> | <p>evidence base, and ease of developing differentiation strategies. Adaptive learning software for blended learning program (DreamBox Learning-Math; Compass Learning) selected based on set of research- and practice-based factors recommended by a national leader in blended learning, the Charter School Growth Fund.</p> <p>While we have been able to identify these research-based curricula, your grant will also enable us to continuously evaluate their effectiveness, and refine our selection if needed, as we understand pedagogy and technology constantly evolve.</p> <p>Leadership team evaluates the effectiveness of curriculum annually in helping students meet achievement goals.</p> <p>Leaders verify curriculum-Principal conducts three to</p> | <p>strategies. Adaptive learning software for blended learning program (DreamBox Learning-Math; Compass Learning) selected based on set of research- and practice-based factors recommended by a national leader in blended learning, the Charter School Growth Fund.</p> <p>While we have been able to identify these research-based curricula, your grant will also enable us to continuously evaluate their effectiveness, and refine our selection if needed, as we understand pedagogy and technology constantly evolve.</p> <p>Leadership team evaluates the effectiveness of curriculum annually in helping students meet achievement goals.</p> <p>Leaders verify curriculum-Principal conducts three to</p> | <p>strategies. Adaptive learning software for blended learning program (DreamBox Learning-Math; Compass Learning) selected based on set of research- and practice-based factors recommended by a national leader in blended learning, the Charter School Growth Fund.</p> <p>While we have been able to identify these research-based curricula, your grant will also enable us to continuously evaluate their effectiveness, and refine our selection if needed, as we understand pedagogy and technology constantly evolve.</p> <p>Leadership team evaluates the effectiveness of curriculum annually in helping students meet achievement goals.</p> <p>Leaders verify curriculum-Principal conducts three to</p> | <p>General fund and other support services</p> <p>General fund</p> <p>Part of</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|--|--|--|---|
| | <p>Using and integrating technology-based supports and interventions as part of the instructional program (Principal)</p> <p>Hire and implement the use of instructional coaches (Principal, Director of Recruitment, Teaching and Blended Learning Coach)</p> | <p>four formal observations throughout the year, provides feedback to teachers according to a standardized observation rubric, customized to fit blended learning model.</p> <p>50% of Principal's time spent in classroom observations.</p> <p>Technology supports- Continue to implement blended learning program, rotating students through one-to-one instruction with best-in-class, standards-aligned adaptive learning software (i.e. DreamBox Math, Voyager Passport for literacy) to support both Tier 2 and Tier 3 interventions in reading and math.</p> <p>Instructional coaches- A Teaching and Blended Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to</p> | <p>four formal observations throughout the year, provides feedback to teachers according to a standardized observation rubric, customized to fit blended learning model.</p> <p>50% of Principal's time spent in classroom observations.</p> <p>Technology supports- Continue to implement blended learning program, rotating students through one-to-one instruction with best-in-class, standards-aligned adaptive learning software (i.e. DreamBox Math, Voyager Passport for literacy) to support both Tier 2 and Tier 3 interventions in reading and math.</p> <p>Instructional coaches- A Teaching and Blended Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to</p> | <p>four formal observations throughout the year, provides feedback to teachers according to a standardized observation rubric, customized to fit blended learning model.</p> <p>50% of Principal's time spent in classroom observations.</p> <p>Technology supports- Continue to implement blended learning program, rotating students through one-to-one instruction with best-in-class, standards-aligned adaptive learning software (i.e. DreamBox Math, Voyager Passport for literacy) to support both Tier 2 and Tier 3 interventions in reading and math.</p> <p>Instructional coaches- A Teaching and Blended Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to</p> | <p>Principal contract</p> <p>Part of IPS contract</p> <p>Salary for Teaching and Blended Learning Coach</p> <p>General fund</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|---|---|---|---|--|
| | <p>Conduct formative assessment development and training (Principal, Teachers, Director of Training)</p> | <p>more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark assessment findings.</p> <p>Formative assessment- Weekly curriculum-based formative assessments, using the above evidence-based print curricula, will provide regular feedback for teachers to adjust and differentiate instruction to meet student needs. Adaptive blended learning curricula and software, as well as Compass Learning, contain regular formative assessments that house data in a central data dashboard system and provide a daily look at each scholar's academic progress.</p> <p>STAR and DIBELS assessments (described below) provide additional formative data.</p> <p>Teachers receive training on formative assessment</p> | <p>more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark assessment findings.</p> <p>Formative assessment- Weekly curriculum-based formative assessments, using the above evidence-based print curricula, will provide regular feedback for teachers to adjust and differentiate instruction to meet student needs. Adaptive blended learning curricula and software, as well as Compass Learning, contain regular formative assessments that house data in a central data dashboard system and provide a daily look at each scholar's academic progress.</p> <p>STAR and DIBELS assessments (described below) provide additional formative data.</p> <p>Teachers receive training on formative assessment</p> | <p>more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark assessment findings.</p> <p>Formative assessment- Weekly curriculum-based formative assessments, using the above evidence-based print curricula, will provide regular feedback for teachers to adjust and differentiate instruction to meet student needs. Adaptive blended learning curricula and software, as well as Compass Learning, contain regular formative assessments that house data in a central data dashboard system and provide a daily look at each scholar's academic progress.</p> <p>STAR and DIBELS assessments (described below) provide additional formative data.</p> <p>Teachers receive training on formative assessment</p> | <p>and other support services</p> <p>General fund and other support services</p> <p>Professional development</p> <p>Part of Principal contract</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|--|---|--|--|--|---|
| | | <p>implementation during pre-service orientation.</p> <p>Principal spends approximately 50% of time in classroom, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric.</p> <p>Teaching and Blended Learning Coach provides daily assistance to teachers.</p> | <p>implementation during pre-service orientation.</p> <p>Principal spends approximately 50% of time in classroom, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric.</p> <p>Teaching and Blended Learning Coach provides daily assistance to teachers.</p> | <p>implementation during pre-service orientation.</p> <p>Principal spends approximately 50% of time in classroom, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric.</p> <p>Teaching and Blended Learning Coach provides daily assistance to teachers.</p> | <p>Salary for Teaching and Blended Learning Coach</p> |
| <p>Comprehensive instructional reform strategies: promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet</p> | <p>Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement (Leadership Team, Teaching and Blended Learning Coach, Director of Data and Accountability)</p> | <p>Data dashboard- Implement LEA-developed data dashboard system supplemented by PLA data system for tracking school- and student-level data. Due to implementing a blended learning model and RTI system, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school</p> | <p>Data dashboard- Implement LEA-developed data dashboard system supplemented by PLA data system for tracking school- and student-level data. Due to implementing a blended learning model and RTI system, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school</p> | <p>Data dashboard- Implement LEA-developed data dashboard system supplemented by PLA data system for tracking school- and student-level data. Due to implementing a blended learning model and RTI system, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school</p> | <p>General fund and data and evaluation services</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|--|--|---|--|--|---|
| <p>the academic needs of individual students (IN turnaround principle 2 and 6)</p> | <p>Report card accountability disaggregation presented and provided to IDOE at first monitoring visit (Principal, Leadership Team)</p> <p>Implement a schoolwide “response-to-intervention” (RTI) model (Principal, Teachers, Teaching and Blended Learning Coach)</p> | <p>leaders. TAs assist teachers in collecting student data and support Teachers in analyzing data points from blended learning sessions.</p> <p>Accountability disaggregation- Report card disaggregation presented to IDOE</p> <p>RTI Model- Fully implement a three-tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students “at risk” receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier receive intensive, supplemental, small-group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced daily instruction,</p> | <p>leaders. TAs assist teachers in collecting student data and support Teachers in analyzing data points from blended learning sessions.</p> <p>Accountability disaggregation- Report card disaggregation presented to IDOE</p> <p>RTI Model- Continue to implement a three-tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students “at risk” receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier receive intensive, supplemental, small-group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced</p> | <p>leaders. TAs assist teachers in collecting student data and support Teachers in analyzing data points from blended learning sessions.</p> <p>Accountability disaggregation- Report card disaggregation presented to IDOE</p> <p>RTI Model- Continue to implement a three-tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students “at risk” receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier receive intensive, supplemental, small-group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced</p> | <p>No budget impact</p> <p>General fund</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|---|--|--|---|
| | <p>Implement a culturally -competent support system to improve safety, reduce suspensions, increase attendance, and support all students (Leadership Team)</p> | <p>plus individualized classroom interventions, as well as weekly progress monitoring.</p> <p>Safety system- Implement new comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies, as well as an effective behavior management system (i.e., fair and consistent rules and positive reinforcement for pro-social behavior).</p> <p>Maintain three parent advocates who will plan family events, workshops, and conduct regular outreach to boost attendance.</p> <p>Provide pre- and in-service training for staff on behavior management system.</p> <p>Guest speakers provide mentoring support and guidance to students.</p> <p>Social worker; mental health</p> | <p>daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring.</p> <p>Safety system- Implement new comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies, as well as an effective behavior management system (i.e., fair and consistent rules and positive reinforcement for pro-social behavior).</p> <p>Maintain three parent advocates who will plan family events, workshops, and conduct regular outreach to boost attendance.</p> <p>Provide pre- and in-service training for staff on behavior management system.</p> <p>Guest speakers provide mentoring support and guidance to students.</p> <p>Social worker; mental health</p> | <p>daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring.</p> <p>Safety system- Implement new comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies, as well as an effective behavior management system (i.e., fair and consistent rules and positive reinforcement for pro-social behavior).</p> <p>Maintain three parent advocates who will plan family events, workshops, and conduct regular outreach to boost attendance.</p> <p>Provide pre- and in-service training for staff on behavior management system.</p> <p>Guest speakers provide mentoring support and guidance to students.</p> <p>Social worker; mental health</p> | <p>General fund, staffing</p> <p>Salary for Parent Advocates</p> <p>Professional development</p> <p>General fund</p> <p>General fund,</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|--|--|--|--|
| | <p>Analyze formative and summative assessments to respond to student academic, behavioral, and social needs (Teachers, Teaching and Blended Learning Coach, Leadership Team)</p> | <p>services (Gallahue or Urban Initiative); positive behavior reinforcement system; consistent implementation of logical consequences for behaviors all reinforce positive school culture</p> <p>Analyze assessments- In addition to IREAD-3 and ISTEP+ state standardized examinations and formative assessments (including Compass Learning), implement nationally-normed and state standards-aligned interim and summative assessments using DIBELS (measures progress against foundational early literacy skills) and STAR (measures student achievement in reading and math compared to nationally representative sample).</p> <p>Student progress on formative, interim, and assessments will inform teacher and principal planning for instruction and remediation for students,</p> | <p>services (Gallahue or Urban Initiative); positive behavior reinforcement system; consistent implementation of logical consequences for behaviors all reinforce positive school culture</p> <p>Analyze assessments- In addition to IREAD-3 and ISTEP+ state standardized examinations and formative assessments (including Compass Learning), implement nationally-normed and state standards-aligned interim and summative assessments using DIBELS (measures progress against foundational early literacy skills) and STAR (measures student achievement in reading and math compared to nationally representative sample).</p> <p>Student progress on formative, interim, and assessments will inform teacher and principal planning for instruction and remediation for students,</p> | <p>services (Gallahue or Urban Initiative); positive behavior reinforcement system; consistent implementation of logical consequences for behaviors all reinforce positive school culture</p> <p>Analyze assessments- In addition to IREAD-3 and ISTEP+ state standardized examinations and formative assessments (including Compass Learning), implement nationally-normed and state standards-aligned interim and summative assessments using DIBELS (measures progress against foundational early literacy skills) and STAR (measures student achievement in reading and math compared to nationally representative sample).</p> <p>Student progress on formative, interim, and assessments will inform teacher and principal planning for instruction and remediation for students,</p> | <p>in-kind services from partners</p> <p>Salary for Teaching and Blended Learning Coach and data evaluation services</p> <p>Salary for Teaching and Blended Learning Coach and data evaluation</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---|--|--|---|---|---|
| | | <p>stored in comprehensive data dashboard system.</p> <p>Due to implementing a blended learning model and RTI system, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders.</p> | <p>stored in comprehensive data dashboard system.</p> <p>Due to implementing a blended learning model and RTI system, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders.</p> | <p>stored in comprehensive data dashboard system.</p> <p>Due to implementing a blended learning model and RTI system, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders.</p> | <p>services</p> <p>General fund, Salary for Teaching and Blended Learning Coach, and data evaluation services</p> |
| <p>Comprehensive instructional reform strategies: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to</p> | <p>Restructure school leadership team to dramatically increase time available for instructional leadership (Leadership Team)</p> <p>Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting (Principal, Director</p> | <p>Leadership team- 50% of Principal time spent in classroom observations, providing instructional feedback and leadership.</p> <p>Appropriate professional development (see attached)- Ongoing teacher professional development three days throughout the year for all teachers covering classroom-based instruction, covering topics relating to instructional quality, differentiated instruction in both group and</p> | <p>Leadership team- 50% of Principal time spent in classroom observations, providing instructional feedback and leadership.</p> <p>Appropriate professional development(see attached)- Continue to provide ongoing teacher professional development three days throughout the year for all teachers covering classroom-based instruction, covering topics relating to instructional quality, differentiated</p> | <p>Leadership team- 50% of Principal time spent in classroom observations, providing instructional feedback and leadership.</p> <p>Appropriate professional development(see attached)- Continue to provide ongoing teacher professional development three days throughout the year for all teachers covering classroom-based instruction, covering topics relating to instructional quality, differentiated</p> | <p>Part of Principal contract</p> <p>Professional development</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---|---|--|---|---|--|
| <p>ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN turnaround principle 5)</p> | <p>of Training)</p> <p>Teachers intentionally communicate objectives to students which are aligned to IAS (Principal, Assistant Principal, Dean of Scholars, Teachers)</p> | <p>individual settings.</p> <p>School leadership/administration also provides ongoing feedback and coaching during structured (three times yearly) and ongoing classroom observations.</p> <p>Communicate objectives- Teachers review academic goals and students' progress towards those goals based on formative and summative assessment data on a weekly basis with each student.</p> | <p>instruction in both group and individual settings.</p> <p>School leadership/administration also provides ongoing feedback and coaching during structured (three times yearly) and ongoing classroom observations</p> <p>Communicate objectives- Teachers review academic goals and students' progress towards those goals based on formative and summative assessment data on a weekly basis with each student.</p> | <p>instruction in both group and individual settings.</p> <p>School leadership/administration also provides ongoing feedback and coaching during structured (three times yearly) and ongoing classroom observations</p> <p>Communicate objectives- Teachers review academic goals and students' progress towards those goals based on formative and summative assessment data on a weekly basis with each student.</p> | <p>Part of employee contracts</p> <p>Part of teacher contracts</p> |
| <p>Increasing learning time and creating community-oriented schools: Establish schedules and strategies that provide increased learning time meaning using a longer school</p> | <p>Restructure the academic schedule to increase core content or remediation time (Principal, Superintendent, Innovation Officer)</p> | <p>Academic schedule- After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes each day to 240 minutes each day; from 450 hours annually to 720 hours annually.</p> | <p>Academic schedule- After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes each day to 240 minutes each day; from 450 hours annually to 720 hours annually.</p> | <p>Academic schedule- After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes each day to 240 minutes each day; from 450 hours annually to 720 hours annually.</p> | <p>Extended school year stipends for teachers and TAs</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|--|---|---|---|--|---|
| <p>day, week, or year schedule to significantly increase the total number of school hours to include additional instruction time for: a) core academic subjects, b) other and enrichment subjects, or c) teachers to plan and engage in professional development (IN turnaround principle 7)</p> | <p>Provide before/after/summer/ weekend school enrichment and/or intervention programs (Principal, Teachers, TAs)</p> | <p>This increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year.</p> <p>Students receive 60 additional minutes of math and 30 additional minutes of reading instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad-assisted activities, and/or 4) guided instruction led by a teacher or TA.</p> <p>After/summer- Students will be provided with the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week for two hours per day, provided</p> | <p>This increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year.</p> <p>Students receive 60 additional minutes of math and 30 additional minutes of reading instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad-assisted activities, and/or 4) guided instruction led by a teacher or TA.</p> <p>After/summer- Students will be provided with the opportunity for academic assistance from trained tutors in core content areas after school five days per week for two hours each day, provided through a</p> | <p>This increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year.</p> <p>Students receive 60 additional minutes of math and 30 additional minutes of reading instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad-assisted activities, and/or 4) guided instruction led by a teacher or TA.</p> <p>After/summer- Students will be provided with the opportunity for remediation/enrichment, academic assistance instruction in core academic content areas, after school five days per week for two</p> | <p>Extended school year stipends for teachers and TAs</p> <p>Extended school year stipends for teachers and TAs</p> <p>Afterschool funding secured by Boys and Girls Club</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|---|---|--|--|
| | <p data-bbox="325 1372 667 1399">Extending or restructuring</p> | <p data-bbox="686 266 1045 511">through a partnership with the Boys and Girls Club of Indianapolis. This maintains the pre-grant level of afterschool core content instruction at 360 hours per year.</p> <p data-bbox="686 553 1052 1328">Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate.</p> <p data-bbox="686 1372 995 1399">Extending/restructuring-</p> | <p data-bbox="1071 266 1430 475">partnership with the Boys and Girls Club of Indianapolis. This will result in an additional 180 hours (total 540) of afterschool core content instruction per year.</p> <p data-bbox="1071 553 1436 1328">Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate.</p> <p data-bbox="1071 1372 1379 1399">Extending/restructuring-</p> | <p data-bbox="1455 266 1814 511">hours each day, provided through a partnership with the Boys and Girls Club of Indianapolis. This will result in an additional 180 hours (total 540) of afterschool core content instruction per year.</p> <p data-bbox="1455 553 1820 1328">Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate.</p> <p data-bbox="1455 1372 1764 1399">Extending/restructuring-</p> | <p data-bbox="1839 553 2028 829">Summer learning time funded by philanthropy and Summer School Reimbursement</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|---|---|---|---|--|
| | <p>the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff (Superintendent, LEA, Innovation Officer, Principal, Teachers)</p> <p>Utilization and analysis of extended learning data (Leadership Team, Teaching and Blended Learning Coach, Teachers, Director of Data and Accountability)</p> | <p>Professional development interventions are mandatory, and as a result increase the time for professional development by approximately 234 hours throughout the school year through a combination of extending teacher service prior to the year and adding on-going professional development days throughout the year.</p> <p>Data analysis- Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders. Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance.</p> | <p>Professional development interventions are mandatory, and as a result increase the time for professional development by approximately 234 hours throughout the school year through a combination of extending teacher service prior to the year and adding on-going professional development days throughout the year.</p> <p>Data analysis- Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders. Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance.</p> | <p>Professional development interventions are mandatory, and as a result increase the time for professional development by approximately 234 hours throughout the school year through a combination of extending teacher service prior to the year and adding on-going professional development days throughout the year.</p> <p>Data analysis- Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders. Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance.</p> | <p>Pre-service training captured in professional development and supported by IPS contract; ongoing PD funded through general funds and is part of teacher contract</p> <p>Salary and benefits, data evaluation services</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|--|---|--|--|--|--|
| | <p>Formalized plan submitted before implementation year, including: activities, staffing, transportation, academic subjects covered, details of any partnerships/vendors/or external partners (Leadership Team, Innovation Officer)</p> | <p>Formalized plan submitted before implementation year</p> | <p>NA</p> | <p>NA</p> | <p>No budget impact</p> |
| <p>Increasing learning time and creating community-oriented schools: provide ongoing mechanisms for family and community engagement (IN turnaround principle 8)</p> | <p>Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families (Principal, Parent Advocates, Director of Training)</p> <p>Implement culturally competent family and community engagement programs focused on instruction and academic performance (Principal, Teachers, Director of Training)</p> | <p>Engagement specialist- Continue to staff three parent advocates, who will plan family events, workshops, and regular outreach to parents.</p> <p>Provide week-long training session and monthly training workshops to enhance Parent Advocate skills.</p> <p>Engagement programs- Hold six family nights throughout the year on topics including building parents' ability to help children with literacy and math instruction.</p> | <p>Engagement specialist- Continue to staff three parent advocates, who will plan family events, workshops, and regular outreach to parents.</p> <p>Provide week-long training session and monthly training workshops to enhance Parent Advocate skills.</p> <p>Engagement programs- Create parent-teacher organization and hold regular meetings, which offers opportunities for parents to provide input on curriculum and to help supplement instruction.</p> | <p>Engagement specialist- Continue to staff three parent advocates, who will plan family events, workshops, and regular outreach to parents.</p> <p>Provide week-long training session and monthly training workshops to enhance Parent Advocate skills.</p> <p>Engagement programs- Hold regular PTO meetings, continue to provide opportunities for parent engagement around curriculum and instruction.</p> | <p>Salary for Parent Advocates</p> <p>Professional development</p> <p>General fund</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|---|--|--|---|
| | <p>Engage community partners to provide wrap-around services for students and families (Principal, Innovation Officer)</p> <p>Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring (Principal, Director of Data and Accountability)</p> | <p>Train teachers to effectively partner effectively with parents delivered during in-service and summer professional development.</p> <p>Community partners- Engage local community-based agencies to connect students and families to key services such as health, employment, and housing.</p> <p>Partnership with Boys and Girls Club of Indianapolis to provide out-of-school time instruction and enrichment.</p> <p>Host two workshops supporting family learning and engagement.</p> <p>Gathering feedback- Implement annual internally-designed parent, teacher, and student surveys to gather perceptions of turnaround effectiveness and program satisfaction.</p> | <p>Train teachers to effectively partner effectively with parents delivered during in-service and summer professional development.</p> <p>Hold six family nights.</p> <p>Community partners- Engage local community-based agencies to connect students and families to key services such as health, employment, and housing.</p> <p>Continue partnership with Boys and Girls Club of Indianapolis to provide out-of-school time instruction and enrichment.</p> <p>Host two workshops supporting family learning and engagement.</p> <p>Gathering feedback- Continue to implement internally-designed parent, teacher, and student surveys to gather perceptions of turnaround effectiveness and program satisfaction.</p> | <p>Train teachers to effectively partner effectively with parents delivered during in-service and summer professional development.</p> <p>Hold six family nights.</p> <p>Community partners- Engage local community-based agencies to connect students and families to key services such as health, employment, and housing.</p> <p>Continue partnership with Boys and Girls Club of Indianapolis to provide out-of-school time instruction and enrichment.</p> <p>Host two workshops supporting family learning and engagement.</p> <p>Gathering feedback- Continue to implement internally-designed parent, teacher, and student surveys to gather perceptions of turnaround effectiveness and program satisfaction.</p> | <p>Professional development</p> <p>General fund</p> <p>In-kind services provided by CAFÉ Indy and UWCI</p> <p>Funded by Boys and Girls Club</p> <p>General fund</p> <p>Other support services</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---|--|---|---|---|---|
| | <p>Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support (Principal, Teachers, Parent Advocates, Parent Teacher Organization)</p> | <p>Share data- Data on each scholar’s progress is compiled daily. Parents are informed of student progress through weekly parent newsletters and monthly progress reports. Educators make phone calls to parents on a periodic basis to inform parents on children’s progress.</p> <p>Increase the number of parent teacher conferences from two to three annually for all students.</p> | <p>Share data- Data on each scholar’s progress is compiled daily. Parents are informed of student progress through weekly parent newsletters and monthly progress reports. Educators make phone calls to parents on a periodic basis to inform parents on children’s progress.</p> <p>Three parent teacher conferences will be offered for all students.</p> | <p>Share data- Data on each scholar’s progress is compiled daily. Parents are informed of student progress through weekly parent newsletters and monthly progress reports. Educators make phone calls to parents on a periodic basis to inform parents on children’s progress.</p> <p>Three parent teacher conferences will be offered for all students.</p> | <p>General fund</p> <p>General fund</p> |
| <p>Providing operational flexibility and sustained support: give the school operational flexibility (such as staffing,</p> | <p>Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach...(Superintendent, Innovation Officer)</p> | <p>Operational flexibility- Francis Scott Key Elementary School #103, under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as</p> | <p>Operational flexibility- Francis Scott Key Elementary School #103, under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as</p> | <p>Operational flexibility- Francis Scott Key Elementary School #103, under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as</p> | <p>IPS administrative costs, other support services</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---|--|--|--|--|--|
| <p>calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement and increase high graduation rates</p> | <p>Allow the school to run under a new governance arrangement, such as a transformation division within the LEA (Superintendent, LEA, Innovation Officer)</p> | <p>defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget.</p> <p>The Principal will also have the opportunity to provide updates and progress to the school board at least twice per year in a pre and post manner.</p> <p>Governance arrangement- Permit Francis Scott Key to operate under the new Innovation Network Schools division, informed by past experiences with turnaround schools, to offer a high degree of flexibility and autonomy while retaining supervision under the district.</p> | <p>defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget.</p> <p>The Principal will also have the opportunity to provide updates and progress to the school board at least twice per year in a pre and post manner.</p> <p>Governance arrangement- Permit Francis Scott Key to operate under the new Innovation Network Schools division, informed by past experiences with turnaround schools, to offer a high degree of flexibility and autonomy while retaining supervision under the district.</p> | <p>defined in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget.</p> <p>The Principal will also have the opportunity to provide updates and progress to the school board at least twice per year in a pre and post manner.</p> <p>Governance arrangement- Permit Francis Scott Key to operate under the new Innovation Network Schools division, informed by past experiences with turnaround schools, to offer a high degree of flexibility and autonomy while retaining supervision under the district.</p> | <p>No budget impact</p> <p>IPS administrative costs</p> |
| <p>Providing operational flexibility and sustained support: ensure that the school receives ongoing,</p> | <p>Defined district role in the school SIG planning process (Superintendent, Innovation Officer)</p> | <p>District role- The LEA will support all elements of the SIG planning process for Francis Scott Key Elementary.</p> <p>LEA will support the analysis of school need.</p> | <p>District role- The LEA will support all elements of the SIG planning process for Francis Scott Key Elementary.</p> <p>LEA will support the analysis of school need.</p> | <p>District role- The LEA will support all elements of the SIG planning process for Francis Scott Key Elementary.</p> <p>LEA will support the analysis of school need.</p> | <p>IPS general fund and administrative costs</p> <p>IPS general fund and</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---|---|---|---|---|--|
| <p>intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO)</p> | <p>Designated central office staff member to be part of the SIG process (Innovation Officer)</p> <p>Written support and commitment from local teacher’s association regarding flexibility for SIG implementation (Superintendent, Innovation Officer)</p> | <p>Superintendent provides high-level monitoring and guidance of the planning process.</p> <p>Innovation Officer oversees monitoring and implementation.</p> <p>Designated staff- The LEA-designated staff member, the district’s Innovation Officer, will continue to be a key part of the SIG planning process for this House Bill 1321-approved school.</p> <p>PLA@ Francis Scott Key #103 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy.</p> | <p>Superintendent provides high-level monitoring and guidance of the planning process.</p> <p>Innovation Officer oversees monitoring and implementation.</p> <p>Designated staff- The LEA-designated staff member, the district’s Innovation Officer, will continue to be a key part of the SIG planning process for this House Bill 1321-approved school.</p> <p>PLA@ Francis Scott Key #103 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy.</p> | <p>Superintendent provides high-level monitoring and guidance of the planning process.</p> <p>Innovation Officer oversees monitoring and implementation.</p> <p>Designated staff- The LEA-designated staff member, the district’s Innovation Officer, will continue to be a key part of the SIG planning process for this House Bill 1321-approved school.</p> <p>PLA@ Francis Scott Key #103 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy.</p> | <p>administrative costs</p> <p>IPS general fund and administrative costs</p> <p>IPS general fund and administrative costs</p> <p>IPS general fund and administrative costs</p> <p>No budget impact</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|--|--|--|---|
| | <p>Data review plan (LEA, Innovation Officer, Director of Data and Accountability) <i>See more in Section 7</i></p> <p>Special populations review plan (LEA, Innovation Officer)</p> | <p>Currently, PLA@ Francis Scott Key #103 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary.</p> <p>Data review- LEA reviews data on a regular basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on the SMART goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information.</p> <p>Special populations- IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and</p> | <p>Currently, PLA@ Francis Scott Key #103 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary.</p> <p>Data review- LEA reviews data on a regular basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on the SMART goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information.</p> <p>Special populations- IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and</p> | <p>Currently, PLA@ Francis Scott Key #103 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary.</p> <p>Data review- LEA reviews data on a regular basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on the SMART goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information.</p> <p>Special populations- IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and</p> | <p>No budget impact</p> <p>IPS administrative costs and other support services</p> <p>IPS funds</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|--|---|---|---|---|
| | <p>Fiscal monitoring plan (LEA, Innovation Officer, Director of Finance) <i>See more in Section 7</i></p> <p>Evaluation system (Innovation Officer, Principal, Leadership Team) <i>See more in Section 7</i></p> <p>Reallocate resources to increase support for direct instruction of students at-risk of failure (Superintendent)</p> | <p>development of IEPs.</p> <p>Monitors implementation on a monthly basis.</p> <p>Fiscal monitoring- LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information.</p> <p>Evaluation system- System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups</p> <p>Reallocate resources- LEA designates funds for Teacher’s Assistants (covers only regular school year), technology/blended learning, RTI, key model components</p> | <p>development of IEPs.</p> <p>Monitors implementation on a monthly basis.</p> <p>Fiscal monitoring- LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information.</p> <p>Evaluation system- System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups</p> <p>Reallocate resources- LEA designates funds for Teacher’s Assistants (covers only regular school year), technology/blended learning, RTI, key model components</p> | <p>development of IEPs.</p> <p>Monitors implementation on a monthly basis.</p> <p>Fiscal monitoring- LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information.</p> <p>Evaluation system- System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups</p> <p>Reallocate resources- LEA designates funds for Teacher’s Assistants (covers only regular school year), technology/blended learning, RTI, key model components</p> | <p>IPS funds</p> <p>IPS administrative costs and other support services</p> <p>IPS funds and other support services</p> <p>Part of IPS contract</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|---|--|--|--|---|
| | <p>Implement a culturally competent tiered system of support focused on student psycho-social health (Dean of Scholars, Social Worker, Teachers, Parent Advocates)</p> | <p>Support system- School culture system dedicated to creating a student-focused, safe learning environment fully implemented.</p> <p>Exceptional teachers and the addition of TAs improves supervision and social-emotional support for students.</p> <p>Building Dreams character education curriculum provides high-quality social-emotional learning to all students each day aligned to Indiana state standards.</p> <p>Parent Advocates help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> <p>Students with social-emotional difficulties are</p> | <p>Support system- School culture system dedicated to creating a student-focused, safe learning environment fully implemented.</p> <p>Exceptional teachers and the addition of TAs improves supervision and social-emotional support for students.</p> <p>Building Dreams character education curriculum provides high-quality social-emotional learning to all students each day aligned to Indiana state standards.</p> <p>Parent Advocates help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> <p>Students with social-emotional difficulties are</p> | <p>Support system- School culture system dedicated to creating a student-focused, safe learning environment fully implemented.</p> <p>Exceptional teachers and the addition of TAs improves supervision and social-emotional support for students.</p> <p>Building Dreams character education curriculum provides high-quality social-emotional learning to all students each day aligned to Indiana state standards.</p> <p>Parent Advocates help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> <p>Students with social-emotional difficulties are</p> | <p>General fund and salary for Dean of Scholars</p> <p>Part of employment contracts</p> <p>General fund</p> <p>Salary for Parent Advocates</p> <p>Part of IPS</p> |

| Implementation Principles | Action Steps and Person(s) Responsible | SY 2016-2017 | SY 2017-2018 | SY 2018-2019 | Budgeted Items |
|---------------------------|---|--|--|--|--|
| | <p>Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university) (LEA, Directors of Recruitment, Training, Finance, Fundraising, and Data and Accountability)</p> | <p>referred to Social Worker, who identifies any additional supports and provides individualized counseling.</p> <p>Contract lead partner- LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment (recruiting and hiring teachers, teaching assistants, instructional coach, and school administration); training (providing intensive professional development, both pre- and in-service); data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.)</p> | <p>referred to Social Worker, who identifies any additional supports and provides individualized counseling.</p> <p>Contract lead partner- LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment (recruiting and hiring teachers, teaching assistants, instructional coach, and school administration); training (providing intensive professional development, both pre- and in-service); data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.)</p> | <p>referred to Social Worker, who identifies any additional supports and provides individualized counseling.</p> <p>Contract lead partner- LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment (recruiting and hiring teachers, teaching assistants, instructional coach, and school administration); training (providing intensive professional development, both pre- and in-service); data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.)</p> | <p>contract</p> <p>Recruitment, professional development, and other support services</p> |

Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|---|-------------------------------------|--|---|
| Leadership | <p>Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort (LEA)</p> <p>A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant (Innovation Officer, Leadership Team)</p> <p>Beginning in Year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order receive SIG funding (Innovation Officer, Leadership Team)</p> <p>Redesign the current leadership structure to create a building-wide team (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, Directors of Recruitment, Training, Data and Accountability, Development, and Finance)</p> | Phase one (1 st quarter) | <p>Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts.</p> <p>Review Principal effectiveness in leading transformation and achieving SMART goals according to monitoring plan</p> <p>Evidence/report highlighting Principal’s ability to successfully lead transformation and achieving SMART goals according to monitoring plan submitted to IDOE</p> <p>Leadership meets monthly to provide planning, oversight toward transformational change associated with the school’s action plan; and build teacher and school leadership capacity; and refining the goals, roles, and</p> | <p>General fund</p> <p>Professional services</p> <p>No budget impact</p> <p>Salary and benefits</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|---------------------|---|----------|--|-----------------------------|
| Maintaining Culture | Provide the principal with a mentor from a high-performing school, or external or university partner (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, District Administration) | | responsibilities of the team. District-provided mentor meets regularly to provide support to Principal in implementing the transformation model. | No budget impact |
| | Implement a culturally-competent support system to improve safety , reduce suspensions, increase attendance, and support all students (Principal, Assistant Principal, Dean of Scholars) | | Comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies codified, internalized, systematized and consistently implemented. | General fund |
| | Implement a culturally competent tiered system of support focused on student psycho-social health (Dean of Scholars, Social Worker, Teachers, Parent Advocates) | | Effective behavior management system consistently implemented (i.e., fair and consistent rules and positive reinforcement for pro-social behavior). | Salary for Dean of Scholars |
| | | | Customized training for returning staff on behavior management, more focused on long-term planning and structure for student psycho-social health. | Professional development |
| | | | School culture system dedicated to creating a student-focused, safe learning environment fully implemented. Exceptional teachers and the addition of TAs improves supervision and social-emotional support for students. | General fund |
| | | | Parent Advocates help support social and emotional growth and create close ties | |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|---|--|
| | Eliminate bullying or promote tolerance (Principal, Assistant Principal, Dean of Scholars) | | <p>between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> <p>Firm, positive school culture of high expectations has been established, as demonstrated by a reduction of incident reports, suspensions, and negative behavior in the classroom, and more time on task.</p> <p>Students with persistent social-emotional difficulties are referred to Social Worker, who identifies any additional supports and provides individualized counseling.</p> <p>Regular classroom observations by school leadership using standardized rubric to evaluate physical space, adherence to dress codes, classroom tone and interactions, transitions, and more.</p> <p>Daily half-hour community time establishes positive atmosphere each day. Students gather with educators, classmates to practice leadership skills such as public speaking and to reflect on school culture.</p> <p>Building Dreams character education</p> | <p>All three Parent Advocates funded by philanthropy</p> <p>General fund</p> <p>IPS contract</p> <p>General fund</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|--|---|
| | <p>Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training)</p> <p>Provide staff with opportunities for leadership growth in the building (Principal)</p> | | <p>Continue to implement system for providing high-performing teachers with additional rewards or grants, including: Interested and high-performing instructors may also apply for grants to secure classroom resources; Identify high-performing staff to be provided with opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>Grants and additional resources are secured to support and reward high-performing teachers at school and their professional development, such as additional classroom resources, education awards, or award stipends.</p> <p>Additional high-performing teachers are able to increase their leadership responsibilities within the school, serving as teacher leaders and peer mentors.</p> <p>Continue to provide and refine opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively</p> | <p>General fund and other support services</p> <p>Other support services</p> <p>Part of teacher contracts</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|---------------------------------------|---|--|
| | | | on a weekly basis; service on the leadership or culture/safety/curriculum committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. | |
| Leadership | <p>Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort (LEA)</p> <p>Redesign the current leadership structure to create a building-wide team (Principal, Assistant Principal, Dean of Scholars, Lead Teachers, Directors of Recruitment, Training, Data and Accountability, Development, and Finance)</p> <p>Provide the principal with a mentor from a high-performing school, or external or university partner (Principal, Assistant</p> | Phase three (3 rd quarter) | <p>Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts.</p> <p>Leadership meets monthly to provide planning, oversight toward transformational change associated with the school's action plan; and build teacher and school leadership capacity; and refining the goals, roles, and responsibilities of the team.</p> <p>Critical policies and procedures, best practices, and school leadership manual codified.</p> <p>District-provided mentor provides principal with formative, 5-year evaluation of performance, reviews</p> | <p>General fund</p> <p>Salaries and benefits</p> <p>No budget impact</p> <p>No budget impact</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|------------------------|---|----------|---|--|
| Instructional Programs | <p>Principal, Dean of Scholars, Lead Teachers, District/PLA Administration)</p> <p>Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement (Leadership Team, Teaching and Blended Learning Coach, Director of Data and Accountability)</p> | | <p>achievement data, capstone presentation by principal to demonstrate progress and lessons learned.</p> <p>Implement LEA-developed data dashboard system supplemented by PLA data system for tracking school- and student-level data. Due to implementing a blended learning model, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. TAs assist teachers in collecting student data and support Teachers in analyzing data points from blended learning sessions. Formative data analyzed twice per year by school leaders.</p> <p>Principal spends approximately 50% of time in classroom, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric.</p> <p>Customized pacing and unit plans are developed based on curricula audit and student data analysis.</p> <p>Performance management system with early learning metrics are consistently</p> | <p>General fund, extended instructional stipends, and salary for Teaching and Blended Learning Coach</p> <p>Part of Principal contract</p> <p>No budget impact</p> <p>No budget impact</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|--|---|
| | <p>School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal)</p> <p>Restructure the academic schedule to increase core content or remediation time (Principal, Superintendent, Innovation Officer)</p> | | <p>reviewed and interventions are consistently implemented.</p> <p>Teaching and Blended Learning coach has become essential component of the data analysis process, and is seen as an effective collaborative partner by the teachers.</p> <p>Principal conducts three to four formal observations throughout the year, provides feedback to teachers. 50% of Principal's time spent in classroom observations.</p> <p>After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes each day (450 hours yearly) to 240 minutes each day (720 hours yearly).</p> <p>This increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year.</p> <p>Students receive 60 additional minutes of</p> | <p>No budget impact</p> <p>Part of Principal contract</p> <p>Extended school year stipends for Teachers and TAs</p> <p>Extended school year stipends for Teachers and TAs</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|---|----------|--|--|
| | <p>Using and integrating technology-based supports and interventions as part of the instructional program (Principal)</p> <p>Provide before/after/summer/ weekend school enrichment and/or intervention programs (Principal, Teachers, TAs)</p> <p>Hire and implement the use of instructional coaches (Principal, Director of Recruitment, Teaching and Blended Learning Coach)</p> | | <p>math and 30 additional minutes of reading instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad-assisted activities, and/or 4) guided instruction led by a teacher or TA.</p> <p>One-to-one access to laptops and best-in-class, standards-aligned adaptive learning software (i.e. DreamBox Math, Voyager Passport for literacy) consistently embedded within daily core instructional rotations.</p> <p>Students will be provided with the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week for two hours, provided through a partnership with the Boys and Girls Club of Indianapolis. This maintains the pre-grant level of afterschool core content instruction at 360 hours per year.</p> <p>A Teaching and Blended Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on</p> | <p>Extended school year stipends for Teachers and TAs</p> <p>General fund</p> <p>Afterschool hours funded by Boys and Girls Club</p> <p>Salary for Teaching and Blended Learning Coach</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--------------------------|--|----------|---|---|
| Professional Development | <p>Utilization and analysis of extended learning data (Leadership Team, Teaching and Blended Learning Coach, Teachers, Director of Data and Accountability)</p> <p>Provide staff with opportunities for leadership growth in the building (Principal)</p> | | <p>formative and benchmark assessment findings.</p> <p>Teaching and Blended Learning coach has become essential component of the data analysis process, and is seen as an effective collaborative partner by the teachers.</p> <p>Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders.</p> <p>Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities.</p> <p>Additional high-performing teachers are</p> | <p>Salary for Teaching and Blended Learning Coach</p> <p>General fund</p> <p>General fund, professional development, and other support services</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|--|--|
| | <p>Teachers intentionally communicate learning objectives to students which are aligned to IAS (Principal, Assistant Principal, Dean of Scholars, Teachers)</p> <p>Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training)</p> | | <p>increase their leadership responsibilities within the school, serving as teacher leaders and peer mentors</p> <p>Teachers review academic goals and students' progress towards those goals based on formative and summative assessment data on a weekly basis with each student.</p> <p>Continue to implement system for providing high-performing teachers with additional rewards or grants, including: Interested and high-performing instructors may also apply for grants to secure classroom resources; Identify high-performing staff to be provided with opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>Grants and additional resources are secured to support and reward high-performing teachers at school and their professional development, such as additional classroom resources, education awards, or award stipends.</p> | <p>General fund, professional development, and other support services</p> <p>General fund and other support services</p> <p>General fund and other support services</p> <p>General fund and other support services</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--|--|--------------------------------------|---|---|
| Maintaining Culture | Implement a culturally-competent support system to improve safety , reduce suspensions, increase attendance, and support all students (Leadership Team) | Phase four (4 th quarter) | Comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies codified, internalized, systematized and consistently implemented. | No budget impact |
| | Implement a culturally competent tiered system of support focused on student psycho-social health (Dean of Scholars, Social Worker, Teachers, Parent Advocates) | | Effective behavior management system (i.e., fair and consistent rules and positive reinforcement for pro-social behavior) consistently implemented. | No budget impact |
| | | | Provide training for staff on behavior management system, customized and reduced training for returning staff and full training for new staff. | Professional development |
| | | | School culture system improved, fosters high expectations and positive behavior, reinforced by personalized attention from Teachers and TAs. | No budget impact |
| | | | Parent Advocates help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support. | All three Parent Advocates funded by philanthropy |
| Firm, positive school culture of high expectations has been established, as demonstrated by a reduction of incident reports, suspensions, and negative | No budget impact | | | |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|---|---|
| | Eliminate bullying or promote tolerance (Principal, Assistant Principal, Dean of Scholars) | | <p>behavior in the classroom, and more time on task.</p> <p>Students with persistent social-emotional difficulties are referred to social worker, who identifies any additional supports and provides individualized counseling</p> <p>Daily half-hour community time establishes positive atmosphere each day. Students gather with educators, classmates to practice leadership skills such as public speaking and to reflect on school culture.</p> <p>Regular classroom observations by school leadership using standardized rubric to evaluate physical space, adherence to dress codes, classroom tone and interactions, transitions, and more.</p> <p>School culture system dedicated to creating a student-focused, safe learning environment fully implemented at school.</p> <p>Building Dreams character education curriculum provides high-quality social-emotional learning to all students each day aligned to Indiana state standards.</p> <p>Parent Advocates help support social and</p> | <p>IPS contract</p> <p>General fund</p> <p>No budget impact</p> <p>No budget impact</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|---------------------------------|--|----------|---|--|
| Family and Community Engagement | Implement culturally competent family and community engagement programs focused on instruction and academic performance (Principal, Teachers, Director of Training) | | emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support. | All Parent Advocates funded by philanthropy |
| | Engage community partners to provide wrap-around services for students and families (Principal, Innovation Officer) | | Maintain three parent advocates. Hold regular PTO meetings, continue to provide opportunities for parent engagement around curriculum and instruction. Hold six family nights. Train teachers to effectively partner effectively with parents delivered during 154 hours of pre-service and 80 total hours of monthly in-service professional development sessions. | All Parent Advocates funded by philanthropy |
| | Communicate intentionally with families on a regular basis to share data , student progress, and areas needing support (Principal, Teachers, Parent Advocates, Parent Teacher Organization) | | Engage local community-based agencies to connect students and families to key services such as health, employment, and housing (CAFÉ, Gallahue Mental Health, Gleaners Food Bank). Partnerships with service providers (Boys and Girls Clubs, Stand for Children). Host two workshops supporting family learning and engagement. | In-kind contributions from CAFÉ, Gallahue, Gleaners, Boys and Girls Club, UWCI |
| | | | Three parent teacher conferences will be offered for all students. Provide monthly progress reports to families on scholars' performance. | No budget impact No budget impact |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|---|----------|---|---|
| | <p>Provide before/after/summer/ weekend school enrichment and/or intervention programs (Principal, Teachers, TAs)</p> <p>Utilization and analysis of extended learning data (Leadership Team, Teaching and Blended Learning Coach, Teachers, Director)</p> | | <p>time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric.</p> <p>Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate.</p> <p>Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders.</p> <p>Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to</p> | <p>Philanthropy and Summer School Reimbursement</p> <p>No budget impact</p> <p>General fund and evaluation services</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--------------------------|---|----------|---|---|
| Professional Development | <p>of Data and Accountability)</p> <p>Provide staff with opportunities for leadership growth in the building (Principal)</p> <p>Use a teacher evaluation system which takes student growth into account as a significant factor (Principal, Teachers)</p> <p>Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training)</p> | | <p>measure summer achievement growth and impact on year-round performance.</p> <p>High-performing teachers given opportunities to shadow Principal during summer learning time.</p> <p>360 degree performance review conducted that includes student achievement data, teacher surveys, classroom observations, and Principal feedback, culminating in a formal meeting between Principal and teacher to discuss areas of strength and growth, as well as ways to further increase instructional quality.</p> <p>Provide high-performing staff with opportunity to receive 45 additional hours of paid professional development and paid teaching position during the summer.</p> | <p>No budget impact</p> <p>General fund</p> <p>Philanthropy</p> |

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – *indicate what areas and interventions the district plans to sustain **AFTER** grant funding, and with what funds the district plans to sustain said interventions.*

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|--|---|-----------------------|
| Leadership | Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort (LEA) | Phase one (1 st quarter) | Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts. | General fund |
| | A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant (Innovation Officer, Leadership Team) | | Review Principal effectiveness in leading transformation and achieving SMART goals according to monitoring plan | Professional services |
| | Beginning in Year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order receive SIG funding (Innovation Officer, Leadership Team) | | Evidence/report highlighting Principal’s ability to successfully lead transformation and achieving SMART goals according to monitoring plan submitted to IDOE | No budget impact |
| | Redesign the current leadership structure to create a building-wide team (Principal, Assistant Principal, Lead | | Leadership meets monthly to provide planning, oversight toward transformational change associated | General fund |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|---------------------|---|----------|--|------------------------------------|
| Maintaining Culture | Teachers, Directors of Recruitment, Training, Data and Accountability, Development, and Finance) | | with the school's action plan; and build teacher and school leadership capacity; and refining the goals, roles, and responsibilities of the team. | |
| | Provide the principal with a mentor from a high-performing school, or external or university partner (Principal, Assistant Principal, Lead Teachers, District Administration) | | Critical policies and procedures, best practices, and school leadership manual codified and in use. | No budget impact |
| | Implement a culturally-competent support system to improve safety , reduce suspensions, increase attendance, and support all students (Principal, Assistant Principal) | | District-provided mentor meets regularly to provide support to Principal in implementing the transformation model. | No budget impact |
| | Implement a culturally competent support system to improve safety , reduce suspensions, increase attendance, and support all students (Principal, Assistant Principal) | | Comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies codified, internalized, systematized and consistently implemented. | General fund |
| | Implement a culturally competent tiered system of support focused on student | | Effective behavior management system consistently implemented (i.e., fair and consistent rules and positive reinforcement for pro-social behavior). | General fund |
| | | | Customized training for returning staff on behavior management, | 1003(a) SIG funds and general fund |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|--|--|
| | <p>psycho-social health (Social Worker, Teachers, Parent Advocates, Director of Training)</p> <p>Eliminate bullying or promote tolerance (Principal, Assistant Principal)</p> | | <p>more focused on long-term planning and structure for student psycho-social health.</p> <p>School culture system dedicated to creating a student-focused, safe learning environment fully implemented. Exceptional teachers and the addition of TAs improves supervision and social-emotional support for students.</p> <p>Parent Advocates help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> <p>Firm, positive school culture of high expectations has been established, as demonstrated by a reduction of incident reports, suspensions, and negative behavior in the classroom, and more time on task.</p> <p>Students with persistent social-emotional difficulties are referred to Social Worker, who identifies</p> | <p>General fund</p> <p>All three Parent Advocates funded by philanthropy</p> <p>General fund</p> <p>IPS contract</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--|--|-------------------------------------|---|---|
| | | | <p>any additional supports and provides individualized counseling.</p> <p>Regular classroom observations by school leadership using standardized rubric to evaluate physical space, adherence to dress codes, classroom tone and interactions, transitions, and more.</p> <p>Daily half-hour community time establishes positive atmosphere each day. Students gather with educators, classmates to practice leadership skills such as public speaking and to reflect on school culture.</p> <p>Building Dreams character education curriculum provides high-quality social-emotional learning to all students each day aligned to Indiana state standards.</p> | <p>General fund</p> <p>General fund</p> <p>General fund</p> |
| Effectiveness of staff and retainment of staff | <p>Use a teacher evaluation system which takes student growth into account as a significant factor (Principal, Teachers)</p> <p>Creating hiring timelines and processes to effectively recruit highly qualified</p> | Phase two (2 nd quarter) | <p>Customized RISE system is consistently implemented and embedded into the professional development and regular observation feedback.</p> <p>Recruitment team fills any vacancies by implementing a</p> | <p>General fund</p> <p>General fund and philanthropy</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--------------------------|---|----------|---|--|
| Professional Development | <p>teachers able to effectively conduct turnaround work (Principal, Director of Recruitment)</p> | | <p>systematic campaign using our partner diversity talent channels, social media, media spots, and our network of nonprofit and university partners.</p> | |
| | <p>Ensure ineffective teachers are not assigned or reassigned to the school (Principal, Superintendent)</p> | | <p>Recruitment team has in place a systematic retention plan for high-performing staff.</p> <p>Removal of teachers with ineffective ratings.</p> | <p>General fund, AmeriCorps, 21st Century, and philanthropy</p> <p>No budget impact</p> |
| | <p>Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff (Superintendent, LEA, Innovation Officer, Principal, Teachers)</p> | | <p>Continue to implement ongoing professional development for all instructional staff. PD system customized based on existing experience; existing high-performing staff may receive slightly reduced training hours.</p> | <p>General fund, AmeriCorps, 21st Century, and philanthropy</p> |
| | <p>Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training)</p> | | <p>Continue to implement system for providing high-performing teachers with additional rewards or grants, including: Interested and high-performing instructors may also apply for grants to secure classroom resources; opportunities for high-performing staff to</p> | <p>PLA contract, other support services and philanthropy</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|---|---|
| | <p>Provide staff with opportunities for leadership growth in the building (Principal)</p> | | <p>participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>Grants and additional resources are secured to support and reward high-performing teachers at school and their professional development, such as additional classroom resources, education awards, or award stipends.</p> <p>Additional high-performing teachers are able to increase their leadership responsibilities within the school, serving as teacher leaders and peer mentors.</p> <p>Continue to provide and refine opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum committees; promotion to a</p> | <p>PLA contract, other support services and philanthropy</p> <p>Part of teacher contracts</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|---------------------------------------|--|---|
| | | | Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities. | |
| Leadership | <p>Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort (LEA)</p> <p>Redesign the current leadership structure to create a building-wide team (Principal, Assistant Principal, Lead Teachers, Directors of Recruitment, Training, Data and Accountability, Development, and Finance)</p> | Phase three (3 rd quarter) | <p>Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts.</p> <p>Leadership meets monthly to provide planning, oversight toward transformational change associated with the school's action plan; and build teacher and school leadership capacity; and refining the goals, roles, and responsibilities of the team.</p> <p>Critical policies and procedures, best practices, and school leadership manual codified and in use.</p> <p>District-provided mentor provides</p> | <p>General fund</p> <p>General fund</p> <p>No budget impact</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|------------------------|--|----------|--|----------------------------|
| Instructional Programs | Provide the principal with a mentor from a high-performing school, or external or university partner (Principal, Assistant Principal, Lead Teachers, District/PLA Administration) | | principal with formative, 5-year evaluation of performance, reviews achievement data, capstone presentation by principal to demonstrate progress and lessons learned. | No budget impact |
| | Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement (Leadership Team, Teaching and Blended Learning Coach, Director of Data and Accountability) | | LEA-developed data dashboard system fully built out, supplemented by PLA data system for tracking school- and student-level data. Due to implementing a blended learning model, student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. TAs assist teachers in collecting student data and support Teachers in analyzing data points from blended learning sessions. Formative data analyzed twice per year by school leaders. | General fund |
| | | | Principal spends approximately 50% of time in classroom, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric. | Part of Principal contract |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|---|--|
| | <p>School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal)</p> <p>Restructure the academic schedule to increase core content or remediation time (Principal, Superintendent, Innovation Officer)</p> | | <p>Customized pacing and unit plans are developed based on curricula audit and student data analysis.</p> <p>Performance management system with early learning metrics are consistently reviewed and interventions are consistently implemented.</p> <p>Teaching and Blended Learning coach has become essential component of the data analysis process, and is seen as an effective collaborative partner by the teachers.</p> <p>Principal conducts three to four formal observations throughout the year, provides feedback to teachers. 50% of Principal's time spent in classroom observations.</p> <p>After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes</p> | <p>No budget impact</p> <p>No budget impact</p> <p>No budget impact</p> <p>Part of Principal contract</p> <p>General fund, AmeriCorps, 21st Century, and philanthropy</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|---|---|
| | <p>Using and integrating technology-based supports and interventions as part of the instructional program (Principal)</p> | | <p>each day (450 hours yearly) to 240 minutes each day (720 hours yearly).</p> <p>This increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year.</p> <p>Students receive 60 additional minutes of math and 30 additional minutes of reading instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad-assisted activities, and/or 4) guided instruction led by a teacher or TA.</p> <p>One-to-one access to laptops and best-in-class, standards-aligned adaptive learning software (i.e. DreamBox Math, Voyager Passport for literacy) consistently embedded within daily core instructional rotations.</p> | <p>General fund, AmeriCorps, 21st Century, and philanthropy</p> <p>General fund, AmeriCorps, 21st Century, and philanthropy</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|---|----------|---|--|
| | <p>Provide before/after/summer/ weekend school enrichment and/or intervention programs (Principal, Teachers, TAs)</p> <p>Hire and implement the use of instructional coaches (Principal, Director of Recruitment, Teaching and Blended Learning Coach)</p> <p>Utilization and analysis of extended</p> | | <p>Students will be provided with the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week for two hours, provided through a partnership with the Boys and Girls Club of Indianapolis. This maintains the pre-grant level of afterschool core content instruction at 360 hours per year.</p> <p>A Teaching and Blended Learning Coach, focused on both math and reading, continues to provide daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark assessment findings.</p> <p>Teaching and Blended Learning coach has become essential component of the data analysis process, and is seen as an effective collaborative partner by the teachers.</p> <p>Student data reviewed on a daily,</p> | <p>Afterschool hours funded by Boys and Girls Club</p> <p>General fund, restructured to include this position in IPS contract</p> <p>General fund, restructured to include this position in IPS contract</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--------------------------|--|----------|--|---|
| Professional Development | <p>learning data (Leadership Team, Teaching and Blended Learning Coach, Teachers, Director of Data and Accountability)</p> <p>Provide staff with opportunities for leadership growth in the building (Principal)</p> | | <p>weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders.</p> <p>Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including: Recognize school leaders, teachers, and staff who are implementing this model effectively on a weekly basis; service on the leadership or culture/safety/curriculum committees; promotion to a Teaching and Blended Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to opportunities to achieve a MBA or other school administration credential at local universities.</p> <p>Additional high-performing teachers are increase their leadership responsibilities within the school, serving as teacher leaders and peer mentors</p> | <p>General fund, professional development, and other support services</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|---------------------|--|--------------------------------------|---|--|
| | <p>Teachers intentionally communicate learning objectives to students which are aligned to IAS (Principal, Assistant Principal, Teachers)</p> <p>Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training)</p> | | <p>Teachers review academic goals and students' progress towards those goals based on formative and summative assessment data on a weekly basis with each student.</p> <p>Identify high-performing staff to be provided with opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>Grants and additional resources are secured to support and reward high-performing teachers at school and their professional development, such as additional classroom resources, education awards, or award stipends.</p> | <p>No budget impact</p> <p>No budget impact</p> <p>Competitive grants and philanthropy</p> |
| Maintaining Culture | Implement a culturally-competent support system to improve safety , reduce suspensions, increase attendance, and support all students (Leadership Team) | Phase four (4 th quarter) | <p>Comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies codified, internalized, systematized and consistently implemented.</p> <p>Effective behavior management system (i.e., fair and consistent</p> | <p>No budget impact</p> <p>No budget impact</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|---|----------|---|--|
| | <p>Implement a culturally competent tiered system of support focused on student psycho-social health (Social Worker, Teachers, Parent Advocates)</p> | | <p>rules and positive reinforcement for pro-social behavior) consistently implemented.</p> <p>Provide training for staff on behavior management system, customized and reduced training for returning staff and full training for new staff.</p> <p>School culture system improved, fosters high expectations and positive behavior, reinforced by personalized attention from Teachers and TAs.</p> <p>Parent Advocates help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> <p>Firm, positive school culture of high expectations has been established, as demonstrated by a reduction of incident reports, suspensions, and negative behavior in the classroom, and more time on task.</p> | <p>General fund</p> <p>No budget impact</p> <p>All three Parent Advocates funded by philanthropy</p> <p>No budget impact</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|--|----------|--|---|
| | Eliminate bullying or promote tolerance (Principal, Assistant Principal) | | <p>Students with persistent social-emotional difficulties are referred to social worker, who identifies any additional supports and provides individualized counseling</p> <p>Daily half-hour community time establishes positive atmosphere each day. Students gather with educators, classmates to practice leadership skills such as public speaking and to reflect on school culture.</p> <p>Regular classroom observations by school leadership using standardized rubric to evaluate physical space, adherence to dress codes, classroom tone and interactions, transitions, and more.</p> <p>School culture system dedicated to creating a student-focused, safe learning environment fully implemented at school.</p> <p>Building Dreams character education curriculum provides high-quality social-emotional learning to all students each day</p> | <p>IPS contract</p> <p>General fund</p> <p>No budget impact</p> <p>No budget impact</p> <p>General fund</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|---------------------------------|---|----------|--|---|
| Family and Community Engagement | <p>Implement culturally competent family and community engagement programs focused on instruction and academic performance (Principal, Teachers, Director of Training)</p> <p>Engage community partners to provide wrap-around services for students and families (Principal, Innovation Officer)</p> | | <p>aligned to Indiana state standards.</p> <p>Parent Advocates help support social and emotional growth and create close ties between home and school life by helping to arrange events on a regular basis and by assisting with students' daily instruction and emotional support.</p> <p>Maintain three parent advocates. Hold regular PTO meetings, continue to provide opportunities for parent engagement around curriculum and instruction. Hold six family nights. Train teachers to effectively partner effectively with parents delivered during 154 hours of pre-service and 80 total hours of monthly in-service professional development sessions.</p> <p>Engage local community-based agencies to connect students and families to key services such as health, employment, and housing (CAFÉ, Gallahue Mental Health, Gleaners Food Bank). Partnerships with service providers (Boys and Girls Clubs, Stand for Children).</p> | <p>All Parent Advocates funded by philanthropy</p> <p>All Parent Advocates funded by philanthropy</p> <p>In-kind contributions from CAFÉ, Gallahue, Gleaners, Boys and Girls Club, UWCI</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--|--|--------------------------|---|---|
| | Communicate intentionally with families on a regular basis to share data , student progress, and areas needing support (Principal, Teachers, Parent Advocates, Parent Teacher Organization) | | <p>Host two workshops supporting family learning and engagement.</p> <p>Three parent teacher conferences will be offered for all students.</p> <p>Provide monthly progress reports to families on scholars' performance.</p> | <p>No budget impact</p> <p>No budget impact</p> |
| Effectiveness of staff and retainment of staff | <p>Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work (Principal, Director of Recruitment)</p> <p>Implement a comprehensive induction program for new teachers (Principal, Director of Training)</p> <p>Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director</p> | Phase five (summer 2016) | <p>Recruitment team fills any vacancies by implementing a systematic campaign using our partner diversity talent channels, social media, media spots, and our network of nonprofit and university partners.</p> <p>Robust talent pipeline in place to ensure consistently high-quality Teachers, Teaching Assistants, leadership, and support staff.</p> <p>Implement 154-hour intensive training, customized based on employee track, new or returning staff.</p> <p>Provide high-performing staff with opportunities for high-performing staff to participate in 45 additional hours of free professional</p> | <p>PLA contract</p> <p>No budget impact</p> <p>General fund</p> <p>Philanthropy</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|------------------------|--|----------|---|---|
| Instructional Programs | <p>of Training)</p> <p>Conduct formative assessment development and training (Principal, Teachers, Director of Training)</p> <p>Provide before/after/summer/ weekend school enrichment and/or intervention programs (Principal, Teachers, TAs)</p> | | <p>development that can be used towards certification renewal and paid teaching position during the summer.</p> <p>Teachers receive customized training on formative assessment implementation during professional development.</p> <p>Principal spends approximately 50% of time in classroom, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric.</p> <p>Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of</p> | <p>General fund</p> <p>No budget impact</p> <p>Philanthropy and Summer School Reimbursement</p> |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|--------------------------|--|----------|--|-------------------------------|
| Professional Development | Utilization and analysis of extended learning data (Leadership Team, Teaching and Blended Learning Coach, Teachers, Director of Data and Accountability) | | 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade level will be strongly encouraged to participate. | |
| | | | Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed twice per year by school leaders. | General fund |
| | | | Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance. | Philanthropy |
| | Provide staff with opportunities for leadership growth in the building (Principal) | | High-performing teachers given opportunities to shadow Principal during summer learning time. | No budget impact |
| | Use a teacher evaluation system which takes student growth into account as a significant factor (Principal, Teachers) | | 360 degree performance review conducted that includes student achievement data, teacher surveys, classroom observations, and Principal feedback, culminating in a formal meeting between Principal | General fund and PLA contract |

| Focus Areas | Action Steps and Person(s) Responsible (Conditions/Principles) | Timeline | Description and Details (Phase-Specific Action Step) | Budgeted Items |
|-------------|---|----------|--|----------------|
| | Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers (Principal, Director of Training) | | <p>and teacher to discuss areas of strength and growth, as well as ways to further increase instructional quality.</p> <p>Provide high-performing staff with opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer.</p> | Philanthropy |

Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices:* <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>

Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.

School 103 will submit a one-page document and picture slideshow short video detailing the school’s new blended learning program, helping readers/viewers understand the practices underlying this method of effective instruction.

The outcome document will describe the blended learning program in detail, including the activities in which students participated, a diagram of our rotational learning model, and a description of the preliminary outcomes the school recorded in formative assessments embedded within our blended learning curriculum and/or from other formative/summative assessments. An accompanying video or slideshow will show the program in action, helping viewers gain a clear picture of the program in action and the ways in which a blended learning model helps to raise student achievement. Either or both the one-page document and/or the slideshow will include scholar, parent, and teacher feedback/interviews, presenting stakeholders’ reactions and impressions of the program and of children’s academic gains. In this way, parents will become key partners in sharing the positive results of the technology-enabled program that they expressed a desire, during stakeholder meetings, to see implemented for their children.

The blended learning program at School 103 will be available to all students, and the outcome artifacts will highlight the program’s impact on overall student achievement/ISTEP+ scores. In addition, the blended learning program will help students learn in a more personalized learning environment by providing more small-group and individualized instruction. It is anticipated that this change will help create a more positive, safer school culture by improving student-teacher relationships.

The Principal will lead the creation of the outcome artifact, supported by the school’s leadership team. A product of the first Innovation Network School (INS), the artifact will provide a leading example of effective instruction and implementation of a blended learning program in a school improvement setting for both the Indianapolis Public Schools and the statewide INS network.

Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as **required**, evidence pieces listed below are recommended.

| LEA Capacity Task | District Evidence |
|---|--|
| <p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p> | <p>See the proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant. The budget is based on the needs of the school as determined by the School Improvement Plan.</p> <p>All budgeted items are reasonable, allocable, and necessary. Budget reflects standard rates for comparable work. Warren examined previous bids for similar items, requested quotes, etc.</p> <p>Budget resources to support successful implementation are carefully calculated and align with each to identified transformation intervention element.</p> <p>District calculated salaries based on employees in comparable positions (e.g., social worker/dean at high school).</p> |
| <p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> | <p>In partnership with Columbia University’s Teachers College and Teach For America, Indianapolis Public Schools has prioritized the recruitment and selection of highly trained and effective school leaders. Through the Indianapolis Principals Fellowship, Fellows complete two years of coursework and earn their Building Administrator License. The district also works to recruit and select talent from school leadership programs like the Marian University Academy for Teaching and Learning Leadership and the University of Indianapolis Woodrow Wilson MBA in Educational Leadership program.</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> | <p>Additionally, there are no limitations within IPS 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, and Indiana Department of Education website, as well as alternative licensing organizations.</p> <p>The selection process to become a part of Indianapolis Public Schools is rigorous and includes a completed online application with required submission of licensures and transcripts as well as three supervisory references. These documents are required before initial and final interviews are conducted.</p> <p>IPS is committed to the long-term transformation and success of School #103, this commitment is reflected in choosing the school as part of the Innovation Network, in partnering with PLA, a proven, high quality public school operator, in creating a new Innovation Division within the district – we are committed to the success of the school not just for the five years of the SIG grant, but also beyond to ensure that all the essential activities your grant enabled us to implement will be sustained for our students.</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Resume, Innovation Officer, Aleesia Johnson • Resume, Principal, Agnes Aleobua |
| <p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a</i> | <p>Please see School Board Assurance Letter Attachment</p> |

| | |
|--|--|
| <p><i>district) with an appointed turnaround leader having significant and successful experience in changing schools</i></p> | |
| <p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> | <p>Please see Superintendent Assurance Letter Attachment</p> |
| <p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> | <p>PLA@ Francis Scott Key #103 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy.</p> <p>Currently, PLA@ Francis Scott Key #103 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary.</p> |
| <p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> | <p>See response above in question #5. Additionally, through our partnership with the Phalen Leadership Academies, we will also ensure that there is a strong staff hiring process in place.</p> <p>Our Innovation Network School will hire highly qualified teachers through a rigorous, multi-stage screening process. During the first phase of the interview process candidates will complete an online application and participate in one phone interview with our Director of Recruitment and another with our Principal. Applicants then</p> |

- *Staff transfer policies and procedures*
- *Staff recruitment, placement, and retention procedures*

complete a writing sample and leadership assessment test. If successful, candidates will be advanced to the second phase of our selection process which includes an interview day with a panel of our educational experts. There are four components to this interview day: (1) candidates present a 5-7 slide PowerPoint highlighting their background, reasons for becoming a teacher, and their teaching and leadership accomplishments; (2) candidates watch a video of a teacher teaching and highlight the teacher's strengths and areas for improvements; (3) candidates respond to a range of scenarios involving issues that might arise with scholars, parents and their peers; and (4) candidates will be presented with DIBELS data for several scholars and are asked to explain how they would work to help each child succeed. Our hiring process will be open to all credentialed teachers.

If a candidate is selected to become an Innovation Network School teacher, they will also be required to successfully complete 154 hours of pre-service professional development. Our Innovation Network School teacher orientation and training will use a blended learning approach including online and classroom-based learning; online content will focus on pedagogy and theory and classroom-based content will place emphasis on practice and application. The primary goals of our professional development program will be to: (1) prepare team members to effectively implement the pedagogical model; (2) prepare our staff to successfully implement program; (3) communicate expectations for collaboration and professional behavior; (4) prepare educators to build positive partnerships with scholars and families; (5) prepare educators to effectively execute approved curriculum, instructional texts, and materials; and (6) prepare our staff to uphold school-wide scholar behavior management and maintain school culture policies. Ongoing teacher professional development will be hosted on a monthly basis for over 80 hours of classroom based instruction. Ongoing teacher training will include content related to instructional quality, differentiated

| | |
|--|---|
| | <p>instruction, innovative teaching techniques, best practices in the field, age appropriate classroom management techniques and age appropriate behavior management techniques.</p> <p>The PLA model and culture are built to attract and retain high quality educators in the following ways:</p> <ul style="list-style-type: none"> • High-performing, and highly entrepreneurial school culture that satisfies high quality teachers’ intrinsic desire to succeed and contribute to the success of the school; • Mission-driven culture that satisfies high quality teachers’ desire to transform the lives of children; • Highly individualized learning environment in which teachers are supported by teaching fellows and students work in small groups; • High quality pre-service training and ongoing professional development; • Regular and substantive support and feedback from school leaders so teacher can grow professionally; and • Opportunities to take leadership roles in professional development, such as leading common planning sessions or creating enrichment experiences for scholars. <p>In addition to selecting exceptional staff and investing in their professional development, another way in which we will ensure our school is staffed by highly effective teachers is by utilizing the rigorous performance evaluation system that we have developed. Our system is modeled after the RISE Evaluation and Development System. It employs a comprehensive 360-degree performance review system that analyzes student test scores, classroom observations, attendance, and parent and scholar surveys.</p> |
| <p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, <i>at minimum</i>, the</p> | <p>The Innovation Officer will sustain reform efforts, minimally, by:</p> <ul style="list-style-type: none"> • Regularly meeting (no less than monthly) with the leadership team of Phalen Leadership Academy to ensure effective |

following *required* pieces:

- *Monthly Monitoring of SIG Programming and Implementation*
- *Evaluation System for Programming and Implementation of SIG*
- *Data Review Plan*
- *Special Populations Review Plan*
- *Fiscal Monitoring Plan*
- *Timeline and Responsible Parties for all above plans*

implementation of the SIG plan. Monitoring effective implementation will be defined as the following:

- Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions
- Assessing other resources that will support the design and implementation efforts of selected interventions
- Analyzing school-wide data to uncover areas of strengths and opportunities for growth at both the student and teacher level
- Discussion and action planning from findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work
- Reporting key findings to the Superintendent’s Core Leadership Team in order to uncover opportunities for additional scaffold support of cross-functional collaboration
- Reporting key findings to the Board of Commissioners Education Committee
- Consistent evaluation of the proposed timeline to ensure timely and accurate execution of all components of programming funded by the SIG grant

Fiscal Monitoring will be handled by the Federal and Specials Program (FSP) Department. FSP will monitor/track the following on a daily/monthly/quarterly basis to ensure expenditures are used appropriately to the approved grant and PLA contract agreement:

- Internal controls mentioned under EDGAR 76.770 & 80.40 [a]; OMB Circular A-87; NCLB 2123(b) will be in place.

The Federal and Specials Programs Department will request the following documents with monthly invoice(s) via PLA:

- Verification of service rendered from signed by IPS Innovation Officer
- Breakdown of services rendered in the following areas: instruction, professional development and parental

| | |
|--|--|
| | <p style="text-align: center;">involvement.</p> <p>For example, Instruction documentation will identify students who received services via extended time learning and/other tutoring services detailed in program. Parental documentation may include monthly documentation of parent meeting agendas, sign in sheets, and other appropriate pertaining to a particular month.</p> |
|--|--|

In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

| LEA Risk Assessment Task | Yes | No | District Explanation and/or Evidence |
|--|-----|----|---|
| 1. District has effective procedures and controls in relation to how the SIG program will be run. | X | | See response in Part 7: LEA Capacity to Implement the Improvement Model, number 7. |
| 2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs. | X | | <p>Attachments:</p> <ul style="list-style-type: none"> Resume, Innovation Officer, Aleesia Johnson Resume, Principal, Agnes Aleobua |
| 3. School's SIG plan addresses needs of all students and subgroup populations. | X | | <p>Please see detailed descriptions in our Selection of Model, Planning Year, Implementation Years and Sustainability Years sections. Below is a high level summary.</p> <p>Our school improvement plan addresses the needs of all students and subgroup populations, in the following ways:</p> <p>Our proposed Transformation-Innovation Model is unique in that its core components, which have been proven to raise student achievement for high poverty students and students of color (100% IREAD passage rate at PLA, 87% poverty, 89% African-American), address all students and subgroups. The flexibility under the Transformation Model to utilize a rigorous process of selecting the best teachers and school leaders will elevate the instructional quality at the school,</p> |

| | | |
|--|--|--|
| | | <p>supporting all student subgroups.</p> <p>We are uniquely positioned to address the needs of African-American and low-income students, as our lead partner, PLA, is experienced and effective with both sub-groups. We have a strong process in place to recruit a diverse cadre of educators who reflect the diversity of our students and understand their needs. Within Indianapolis and Marion County, we will leverage our network including The Mind Trust, Teach for America, Marian University and Butler University to access diversity candidates. We will recruit a geographically and racially diverse cadre of Teacher's Assistants by working with our partner African American universities across the country that send talented young people to work in Indianapolis, including Tennessee State University, Fisk University and Florida A&M University. Locally, we recruit through the Amos Brown Show, IDOE, Black Expo, the Indianapolis Chapters of the Black MBA Association, the National Association of Black School Educators, and the National Council on Educating Black Children to build a diverse and effective staff. Additionally, the new curricula that the Transformation model allows us to select are also culturally-appropriate, and reflect themes and topics that are relevant to African-American students, and acknowledge the life challenges faced by students living in poverty.</p> <p>The implementation of our highly individualized, small-group learning model, made possible with the addition of Teacher's Assistants, will provide a critical instructional resource to the school, providing personalized attention and mastery-based intervention for students so we can better address their individual needs.</p> <p>The flexibility allowed under the Transformation model and under the Innovation Network Schools program will allow school leadership to make necessary changes in order to provide an appropriate education in the least restrictive environment and the necessary support services as determined by a child's IEP. The addition of Teacher's Assistants will help personalize instruction for students with special needs. The technology supports/blended learning model allowed under this model will provide an increase in comprehensible input for all students as described above. Finally, the addition of a response-to-intervention model will allow better</p> |
|--|--|--|

| | | | |
|--|---|---|---|
| | | | support and tracking for students who may test for disabilities. |
| 4. School has a system in place for parent notification and involvement of SIG planning and implementation. | X | | Francis Scott Key will initiate parent meetings, parent survey and parent focus groups to as a source of notification and involvement of the SIG implementation. |
| 5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded. | | X | Indianapolis Public Schools has received SIG (g) for cohort 1, 2, 3, and 4. |
| 6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring. | X | | Financial Statement and Federal Single Audit Report filed with State Board of Accounts on March 19, 2013 under document #B41998 for timeframe of July 1, 2010 – June 30, 2012. If you need more information please contact Indianapolis Public Schools, Federal and Special Programs Department (Bridgette Robinson). |
| 7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years. | X | | Financial Statement and Federal Single Audit Report filed with State Board of Accounts on March 19, 2013 under document #B41998 for timeframe of July 1, 2010 – June 30, 2012. If you need more information please contact Indianapolis Public Schools, Federal and Special Programs Department (Bridgette Robinson). |
| 8. District has been in excess carry-over anytime in the last three fiscal year cycles. | X | | See attached letter from Indiana Department of Education and Indianapolis Public Schools. |

Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.* **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.**

The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:

| Capacity Task | District Evidence |
|---|---|
| <p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> | <p>The application workgroup received guidance from the Department of Education that this section is generally not applicable for the unique partnership between Indianapolis Public Schools and the Phalen Leadership Academies (PLA), as School #103 is an Innovation Network School. Per the IDOE’s guidance, PLA is not an external provider but instead a lead partner/operator to transformation efforts at School #103. IPS has not selected any external providers to assist with transformation at School #103. While this section is not applicable to this application, per the IDOE’s additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>In order to recruit high-quality partners and school leaders to School #103 as the first Innovation Network School, IPS and Indianapolis-based education incubator The Mind Trust hosted a highly rigorous, multi-stage competition in 2014. The competition sought applicants who demonstrated a strong commitment to school improvement as part of the Innovation Network Schools partnership. Applicants were first required to submit a letter of intent, followed by a full application upon invitation outlining an extensive educational and operational plan for creating an Innovation Network School.</p> <p>Following the receipt of a proposal, IPS and The Mind Trust invited application teams to a series of capacity interviews. PLA’s team was asked to present their plans for School #103 over four in-depth</p> |

| | |
|---|--|
| | <p>interviews, during which the IPS Board had the opportunity for extensive Q&A. The Board then selected PLA as one of four finalists out of over 63 applicants from across the district, state, and nation to lead the district's first Innovation Network Schools.</p> <p>In selecting PLA as a lead partner to School #103, the IPS Board took into account the strong alignment of its evidence-based core pillars (high-quality teachers, differentiated learning, blended learning, enrichment experiences, extended learning opportunities, parental engagement, and rigorous evaluation) with the existing needs at School #103. Through the above rigorous process, IPS also carefully considered PLA's capacity as a leadership team and as a network of schools to bring expertise to bear on meeting school needs, as is detailed in the following section. IPS is confident that the resources/expertise PLA is able to put towards school improvement at School #103, beyond those committed by IPS, will provide tremendous additional capacity to meet school needs.</p> |
| <p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> | <p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>IPS selected PLA using the rigorous selection detailed above to lead transformation at School #103 in large part due to PLA's efficiency and track record. IPS' intensive vetting process described above required a comprehensive proposal regarding PLA's educational and operational plans for the school; throughout the Board review process, PLA consistently went above and beyond in providing requested information in a timely manner and with very high quality.</p> <p>The district identified a strong need to consistently raise overall student achievement at School #103. The district found in its review process that PLA has demonstrated and continues to demonstrate the capacity to implement the above core pillars effectively and raise student achievement. In 2015, 100% of PLA's students passed the IREAD-3. Furthermore, PLA's students increased from 49% proficient in reading on the STAR nationally-normed assessment tool to 76% and from 66% proficient in math to 77% proficient. These strong results give the district confidence in the ability of PLA to efficiently and effectively implement the core components of its model at</p> |

| | |
|--|--|
| | <p>School #103.</p> <p>At School #103, IPS and school leadership identified specific school needs in the areas of school leadership, teacher quality, improved curriculum, extended learning, training and professional development, and family engagement. The PLA team is highly skilled in all functional areas including instructional leadership and curriculum development; extended learning opportunities; talent selection; training and professional development; program and organizational development; evaluation and assessment; and fundraising and financial management. The team also has extensive experience leading educational programs and school change in low-income communities nationwide and for children from diverse backgrounds, helping to ensure that transformation efforts will meet the specific needs of School #103's student sub-groups. Please see attached bios and resumes.</p> |
| <p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> | <p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>Strong alignment with existing efficiencies and capacities, particularly in terms of time and personnel, has been demonstrated through the process of assigning the school to become an Innovation Network School. The district used the latter half of 2014 to assign to select Francis Scott Key Elementary as the state's first Innovation Network School and as the appropriate partner school to PLA. The school's leadership team, PLA leadership, and the district then participated in a series of meetings beginning in early 2015 to plan the transition of School #103. These groups have therefore been able to intensively focus on ensuring a smooth transition for School #103 for nearly one year. In addition, a new district position of Innovation Officer was created and filled in 2015 to oversee this transition and monitor the performance of Innovation Network Schools.</p> |
| <p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of</p> | <p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> |

| | |
|---|---|
| <p>progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.</p> | <p>The PLA-led Innovation Network School will be run as a traditional IPS public school and PLA will be held accountable to the IPS Board. IPS has established a process for evaluating the services provided by lead partners to Innovation Network Schools, including those of PLA for School #103. The district has established and will continue to refine a reporting process which consists of regular on-site visits, classroom observations, reviews of finances, and data reviews to assess progress towards accountability metrics.</p> <p>The district will hold PLA accountable to the following performance standards according to the above process:</p> <ul style="list-style-type: none"> • By the end of June 2017, there will be 10% ISTEP+ growth in both English/language arts and mathematics, as compared to the results prior to our taking over the leadership of the school; • By 2017-18, over 80% of third grade scholars will pass IREAD; • In the 2018-2020, there will be 5% annual growth in both English/language arts and mathematics on the ISTEP+; and • By 2020-21, there will either be over 30% growth in both English/language arts and mathematics on the ISTEP+, as compared to the results prior to our taking over the leadership of the school, or over 70% of scholars will pass both English/language arts and mathematics on the ISTEP+. |
| <p>(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. <i>Prior to an external provider work beginning, LEA must receive approval from IDOE.</i></p> | <p>While this section is not applicable to this application, per the IDOE's additional guidance, we were also advised to provide more context and background information regarding this unique partnership in this section.</p> <p>As the school operator and lead partner, PLA will work closely with IPS to provide the following critical services to School #103:</p> <ul style="list-style-type: none"> • Recruitment and staffing (talent sourcing, diversity recruitment, hiring and placement, teacher evaluation, etc.) • Training and professional development (content development and alignment, trainer |

| | |
|--|---|
| | <p>selection, e-learning and workshops, etc.)</p> <ul style="list-style-type: none">• School curriculum and programs (curriculum selection and evaluation, partner selection and evaluation, etc.)• Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.)• Finance (budgeting, expenditure tracking, compliance, etc.)• Fund development (fundraising, sustainability planning, grant reporting, etc.) |
|--|---|

| SY 2015-2016 | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | |
|----------------|---|--------|---------|----------|----------|-----------------------|---------|-------------------------|------------------|----------|---------------------|----------------|
| Account Number | Expenditure Account | Salary | | Benefits | | Professional Services | Rentals | Other Purchase Services | General Supplies | Property | Transfer | Line Totals |
| | | Cert | Noncert | Cert | Non Cert | | | | | | | |
| 11000 | Instruction | | | | | 85,353 | | | | | | 85,353 |
| 21000 | Support Services - Student | | | | | 58,750 | | | | | | 58,750 |
| 22100 | Improvement of Instruction (Professional Development) | | | | | 12,805 | | | | | | 12,805 |
| 22900 | Other Support Services | | | | | 97,701 | | | | | | 97,701 |
| 25191 | Refund of Revenue | | | | | | | | | | | - |
| 26000 | Operation and Maintenance | | | | | | | 5,270 | | | | 5,270 |
| 27000 | Transportation | | | | | | | | | | | - |
| 33000 | Community Service Operations | | | | | | | | | | | - |
| 60100 | Transfers (interfund) | | | | | | | | | | | - |
| | Column Totals | - | - | - | - | 254,609 | - | 5,270 | - | - | - | |
| | | | | | | | | | | | Total Budget | 259,879 |

| Supplies | Property: Technology |
|-----------------------|---|
| NA | NA |
| Property: Equipment | Other Purchase Services (travel, communication) |
| NA | 26000 Operation and Maintenance: 2.07% of project budget; IPS administrative cost of administering SIG grant |
| Professional Services | Staffing |

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #103 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction

- (a) Extended school year stipends for Teachers: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$39,200 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$24,500
- (b) Extended school year stipends for Teacher's Assistants: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$16,965 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$10,603
- (c) Intensive instructional support and individualized guidance provided by Teaching and Blended Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250

11000 - Instruction TOTAL: \$24,500 + \$10,603 + \$50,250 = \$85,353

21000 - Support Services - Student

- (a) Academic, behavioral and socio-emotional support provided by Dean of Scholars at \$47,000 plus 25% benefits

21000 - Support Services - Student TOTAL: \$58,750

22100 - Professional Development

- (a) Intensive, customized training institute and professional development for staff provided by PLA, PLA Director of Training's salary (\$62,000) plus 25% benefits; 15% allocated to SIG - SUBTOTAL: \$11,625
- (b) The cost of license for using Educadium, a server that PLA uses to build customized e-learning for School #103 staff, with 40% of the full cost (\$2,950) allocated to SIG - SUBTOTAL: \$1,180

22100 - Professional Development TOTAL: \$11,625 + \$1,180 = \$12,805

22900 - Other Support Services:

- (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 40% allocated to SIG - SUBTOTAL: \$22,500
- (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #103 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201

22900 - Other Support Services TOTAL: \$22,500 + \$75,201 = \$97,701

| SY 2016-2017 | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | |
|----------------|---|--------|---------|----------|----------|-----------------------|---------|-------------------------|------------------|----------|---------------------|----------------|
| Account Number | Expenditure Account | Salary | | Benefits | | Professional Services | Rentals | Other Purchase Services | General Supplies | Property | Transfer | Line Totals |
| | | Cert | Noncert | Cert | Non Cert | | | | | | | |
| 11000 | Instruction | | | | | 85,353 | | | | | | 85,353 |
| 21000 | Support Services - Student | | | | | 180,625 | | | | | | 180,625 |
| 22100 | Improvement of Instruction (Professional Development) | | | | | 12,510 | | | | | | 12,510 |
| 22900 | Other Support Services | | | | | 92,076 | | | | | | 92,076 |
| 25191 | Refund of Revenue | | | | | | | | | | | - |
| 26000 | Operation and Maintenance | | | | | | | 7,671 | | | | 7,671 |
| 27000 | Transportation | | | | | | | | | | | - |
| 33000 | Community Service Operations | | | | | | | | | | | - |
| 60100 | Transfers (interfund) | | | | | | | | | | | - |
| | Column Totals | - | - | - | - | 370,564 | - | 7,671 | - | - | - | |
| | | | | | | | | | | | Total Budget | 378,235 |

| Supplies | Property: Technology |
|-----------------------|---|
| NA | NA |
| Property: Equipment | Other Purchase Services (travel, communication) |
| NA | 26000 Operation and Maintenance: 2.07% of project budget; IPS administrative cost of administering SIG grant |
| Professional Services | Staffing |

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #103 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction

- (a) Extended school year stipends for Teachers: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$39,200 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$24,500
- (b) Extended school year stipends for Teacher's Assistants: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$16,965 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$10,603
- (c) Intensive instructional support and individualized guidance provided by Teaching and Blended Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250

11000 - Instruction TOTAL: \$24,500 + \$10,603 + \$50,250 = \$85,353

21000 - Support Services - Student

- (a) Academic, behavioral and socio-emotional support provided by Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750
- (b) Improving school culture and family engagement through the hiring of 3 Parent Advocates at \$32,500 each plus 25% benefits - SUBTOTAL: \$121,875

21000 - Support Services - Student TOTAL: \$58,750 + \$121,875 = \$180,625

22100 - Professional Development

- (a) Intensive, customized training institute and professional development for staff provided by PLA, PLA Director of Training's salary (\$62,000) plus 25% benefits; 15% allocated to SIG - SUBTOTAL: \$11,625
- (b) The cost of license for using Educadium, a server that PLA uses to build customized e-learning for School #103 staff, with 30% of the full cost (\$2,950) allocated to SIG - SUBTOTAL: \$885

22100 - Professional Development TOTAL: \$11,625 + \$885 = \$12,510

22900 - Other Support Services

- (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 30% allocated to SIG - SUBTOTAL: \$16,875
- (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #103 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201

22900 - Other Support Services TOTAL: \$16,875 + \$75,201 = \$92,076

| SY 2017-2018 | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | |
|----------------|---|--------|---------|----------|----------|-----------------------|---------|-------------------------|------------------|----------|---------------------|----------------|
| Account Number | Expenditure Account | Salary | | Benefits | | Professional Services | Rentals | Other Purchase Services | General Supplies | Property | Transfer | Line Totals |
| | | Cert | Noncert | Cert | Non Cert | | | | | | | |
| 11000 | Instruction | | | | | 85,353 | | | | | | 85,353 |
| 21000 | Support Services - Student | | | | | 140,000 | | | | | | 140,000 |
| 22100 | Improvement of Instruction (Professional Development) | | | | | 12,215 | | | | | | 12,215 |
| 22900 | Other Support Services | | | | | 86,451 | | | | | | 86,451 |
| 25191 | Refund of Revenue | | | | | | | | | | | - |
| 26000 | Operation and Maintenance | | | | | | | 6,707 | | | | 6,707 |
| 27000 | Transportation | | | | | | | | | | | - |
| 33000 | Community Service Operations | | | | | | | | | | | - |
| 60100 | Transfers (interfund) | | | | | | | | | | | - |
| | Column Totals | - | - | - | - | 324,019 | - | 6,707 | - | - | - | |
| | | | | | | | | | | | Total Budget | 330,726 |

| Supplies | Property: Technology |
|-----------------------|---|
| NA | NA |
| Property: Equipment | Other Purchase Services (travel, communication) |
| NA | 26000 Operation and Maintenance: 2.07% of project budget; IPS administrative cost of administering SIG grant |
| Professional Services | Staffing |

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #103 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction

- (a) Extended school year stipends for Teachers: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$39,200 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$24,500
- (b) Extended school year stipends for Teacher's Assistants: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$16,965 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$10,603
- (c) Intensive instructional support and individualized guidance provided by Teaching and Blended Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250

11000 - Instruction TOTAL: \$24,500 + \$10,603 + \$50,250 = \$85,353

21000 - Support Services - Student

- (a) Academic, behavioral and socio-emotional support provided by Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750
- (b) Allocate SIG funds towards 2 Parent Advocates at \$32,500 each plus 25% benefits - SUBTOTAL: \$81,250

21000 - Support Services - Student TOTAL: \$58,750 + \$81,250 = \$140,000

22100 - Professional Development

- (a) Intensive, customized training institute and professional development for staff provided by PLA, PLA Director of Training's salary (\$62,000) plus 25% benefits; 15% allocated to SIG - SUBTOTAL: \$11,625
- (b) The cost of license for using Educadium, a server that PLA uses to build customized e-learning for School #103 staff, with 20% of the full cost (\$2,950) allocated to SIG - SUBTOTAL: \$590

22100 - Professional Development TOTAL: \$11,625 + \$590 = \$12,215

22900 - Other Support Services

- (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 20% allocated to SIG - SUBTOTAL: \$11,250
- (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #103 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201

22900 - Other Support Services TOTAL: \$11,250 + \$75,201 = \$86,451

| SY 2018-19 | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | |
|----------------|---|--------|---------|----------|----------|-----------------------|---------|-------------------------|------------------|----------|---------------------|----------------|
| Account Number | Expenditure Account | Salary | | Benefits | | Professional Services | Rentals | Other Purchase Services | General Supplies | Property | Transfer | Line Totals |
| | | Cert | Noncert | Cert | Non Cert | | | | | | | |
| 11000 | Instruction | | | | | 85,353 | | | | | | 85,353 |
| 21000 | Support Services - Student | | | | | 99,375 | | | | | | 99,375 |
| 22100 | Improvement of Instruction (Professional Development) | | | | | 8,045 | | | | | | 8,045 |
| 22900 | Other Support Services | | | | | 80,826 | | | | | | 80,826 |
| 25191 | Refund of Revenue | | | | | | | | | | | - |
| 26000 | Operation and Maintenance | | | | | | | 5,663 | | | | 5,663 |
| 27000 | Transportation | | | | | | | | | | | - |
| 33000 | Community Service Operations | | | | | | | | | | | - |
| 60100 | Transfers (interfund) | | | | | | | | | | | - |
| | Column Totals | - | - | - | - | 273,599 | - | 5,663 | - | - | - | |
| | | | | | | | | | | | Total Budget | 279,262 |

| Supplies | Property: Technology |
|-----------------------|---|
| NA | NA |
| Property: Equipment | Other Purchase Services (travel, communication) |
| NA | 26000 Operation and Maintenance: 2.07% of project budget; IPS administrative cost of administering SIG grant |
| Professional Services | Staffing |

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #103 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction

- (a) Extended school year stipends for Teachers: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$39,200 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$24,500
- (b) Extended school year stipends for Teacher's Assistants: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$16,965 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$10,603
- (c) Intensive instructional support and individualized guidance provided by Teaching and Blended Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250

11000 - Instruction TOTAL: \$24,500 + \$10,603 + \$50,250 = \$85,353

21000 - Support Services - Student

- (a) Academic, behavioral and socio-emotional support provided by Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750
- (b) Allocate SIG funds towards 1 Parent Advocate at \$32,500 each plus 25% benefits - SUBTOTAL: \$40,625

21000 - Support Services - Student TOTAL: \$58,750 + \$40,625 = \$99,375

22100 - Professional Development

- (a) Intensive, customized training institute and professional development for staff provided by PLA, PLA Director of Training's salary (\$62,000) plus 25% benefits; 10% allocated to SIG - SUBTOTAL: \$7,750
- (b) The cost of license for using Educadium, a server that PLA uses to build customized e-learning for School #103 staff, with 10% of the full cost (\$2,950) allocated to SIG - SUBTOTAL: \$295

22100 - Professional Development TOTAL: \$7,750 + \$295 = \$8,045

22900 - Other Support Services

- (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 10% allocated to SIG - SUBTOTAL: \$5,625
- (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #103 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201

22900 - Other Support Services TOTAL: \$5,625 + \$75,201 = \$80,826

| SY 2019-20 | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | |
|----------------|---|--------|---------|----------|----------|-----------------------|---------|-------------------------|------------------|----------|---------------------|----------------|
| Account Number | Expenditure Account | Salary | | Benefits | | Professional Services | Rentals | Other Purchase Services | General Supplies | Property | Transfer | Line Totals |
| | | Cert | Noncert | Cert | Non Cert | | | | | | | |
| 11000 | Instruction | | | | | 85,353 | | | | | | 85,353 |
| 21000 | Support Services - Student | | | | | 58,750 | | | | | | 58,750 |
| 22100 | Improvement of Instruction (Professional Development) | | | | | 4,023 | | | | | | 4,023 |
| 22900 | Other Support Services | | | | | 78,014 | | | | | | 78,014 |
| 25191 | Refund of Revenue | | | | | | | | | | | - |
| 26000 | Operation and Maintenance | | | | | | | 4,681 | | | | 4,681 |
| 27000 | Transportation | | | | | | | | | | | - |
| 33000 | Community Service Operations | | | | | | | | | | | - |
| 60100 | Transfers (interfund) | | | | | | | | | | | - |
| | Column Totals | - | - | - | - | 226,140 | - | 4,681 | - | - | - | |
| | | | | | | | | | | | Total Budget | 230,821 |

| Supplies | Property: Technology |
|-----------------------|---|
| NA | NA |
| Property: Equipment | Other Purchase Services (travel, communication) |
| NA | 26000 Operation and Maintenance: 2.07% of project budget; IPS administrative cost of administering SIG grant |
| Professional Services | Staffing |

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #103 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction
(a) Extended school year stipends for Teachers: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$39,200 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$24,500
(b) Extended school year stipends for Teacher's Assistants: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$16,965 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: \$10,603
(c) Intensive instructional support and individualized guidance provided by Teaching and Blended Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250
11000 - Instruction TOTAL: \$24,500 + \$10,603 + \$50,250 = \$85,353

21000 - Support Services - Student
(a) Academic, behavioral and socio-emotional support provided by Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750
21000 - Support Services - Student TOTAL: \$58,750

22100 - Professional Development
(a) Intensive, customized training institute and professional development for staff provided by PLA, PLA Director of Training's salary (\$62,000) plus 25% benefits; 5% allocated to SIG - SUBTOTAL: \$3,875
(b) The cost of license for using Educadum, a server that PLA uses to build customized e-learning for School #103 staff, with 5% of the full cost (\$2,950) allocated to SIG - SUBTOTAL: \$148
22100 - Professional Development TOTAL: \$3,875 + \$148 = \$4,023

22900 - Other Support Services
(a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 5% allocated to SIG - SUBTOTAL: \$2,813
(b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #103 (\$60,161) plus benefits (25%) - SUBTOTAL: \$75,201
22900 - Other Support Services TOTAL: \$2,813 + \$75,201 = \$78,014

| SY 2020-2021 DISTRICT SUSTAINABILITY | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | |
|--------------------------------------|---|--------|---------|----------|----------|-----------------------|---------|-------------------------|------------------|---------------------|----------|----------------|
| Account Number | Expenditure Account | Salary | | Benefits | | Professional Services | Rentals | Other Purchase Services | General Supplies | Property | Transfer | Line Totals |
| | | Cert | Noncert | Cert | Non Cert | | | | | | | |
| 11000 | Instruction | | | | | 120,456 | | | | | | 120,456 |
| 21000 | Support Services Student | | | | | 180,625 | | | | | | 180,625 |
| 22100 | Improvement of Instruction (Professional Development) | | | | | 11,625 | | | | | | 11,625 |
| 22900 | Other Support Services | | | | | 97,701 | | | | | | 97,701 |
| 25191 | Refund of Revenue | | | | | | | | | | | - |
| 26000 | Operation and Maintenance | | | | | | | | | | | - |
| 27000 | Transportation | | | | | | | | | | | - |
| 33000 | Community Service Operations | | | | | | | | | | | - |
| 60100 | Transfers (interfund) | | | | | | | | | | | - |
| | Column Totals | - | - | - | - | 410,407 | - | - | - | - | - | - |
| | | | | | | | | | | Total Budget | | 410,407 |

| Supplies | Property: Technology |
|-----------------------|---|
| NA | NA |
| Property: Equipment | Other Purchase Services (travel, communication) |
| NA | NA |
| Professional Services | Staffing |

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #103 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention. This worksheet, per DOE guidance, reflects all the costs that IPS and PLA (and its partners) are committed to fund after the grant ends.

11000 - Instruction

- (a) Extended school year stipends for Teachers: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$39,200 plus 25% benefits - SUBTOTAL: \$49,000 (To be sustained using general funds, supplemented by AmeriCorps and 21st CCLC funding)
- (b) Extended school year stipends for Teacher's Assistants: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - \$16,965 plus 25% benefits - SUBTOTAL: \$21,206 (To be sustained using general funds, supplemented by AmeriCorps and 21st CCLC funding)
- (c) Teaching and Blended Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250 (To be sustained using general funds, supplemented by AmeriCorps, 21st CCLC and philanthropic funding)

11000 - Instruction TOTAL: \$49,000 + \$21,206 + \$50,250 = \$120,456

21000 - Support Services - Student

- (a) Academic, behavioral and socio-emotional support provided by Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750 (To be sustained with general funds, supplemented by AmeriCorps and 21stCCLC funding)
- (b) Improving school culture and family engagement through the hiring of 3 Parent Advocates at \$32,500 each plus 25% benefits - SUBTOTAL: \$121,875 (To be sustained with philanthropic donations from the Glick Philanthropies)

21000 - Support Services - Student TOTAL: \$58,750+ \$121,875 = \$180,625

22100 - Professional Development: Intensive, customized training institute and professional development for staff, PLA Director of Training's salary (\$62,000) plus 25% benefits; 15% allocated to School #103

22100 - Professional Development TOTAL: \$11,625 (To be sustained with 1003(a) SIG funds and general funds)

22900 - Other Support Services

- (a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 40% allocated to School #103 - SUBTOTAL: \$22,500 (To be sustained with general funds, AmeriCorps, 21st CCLC, and philanthropy)
- (b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #103 (\$60,161) plus benefits (25%) (To be sustained with general funds, AmeriCorps, 21st CCLC, and philanthropy)

22900 - Other Support Services TOTAL: \$22,500 + \$75,201 = \$97,701

Required Funding Alignment Section of Budget



School Improvement Grant (1003g)

BUDGET

Alignment of Other Funding

Sources to SIG Elements

| <i>Element of the Intervention</i> | <i>Intervention</i> | <i>Resources</i> |
|--|----------------------------|--|
| Use of research-based instructional practices that are vertically aligned across grade levels and the state standards, implementation of highly personalized blended learning model | Transformation | Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs); AmeriCorps; 21st CCLC |
| Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model | Transformation | 1003(a) School Improvement Grant - AYP funds; AmeriCorps; 21st CCLC |
| Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model | Transformation | Title II, Part A |
| Job-embedded staff development aligned to grant goals to assist scholars below grade level | Transformation | Title III, Part A - LEP; philanthropy (Dell Foundation, Calder Foundation) |
| 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 | Transformation | Early Intervention Grant, United Way of Central Indiana |
| Deepen family engagement in the school to create positive and supportive school culture | Transformation | Indiana Safe Haven Grant, Secured School Safety Grant. Glick Philanthropies |

AGNES ALEOBUA

Experienced school turnaround and start up specialist

aleobua@gmail.com

7531 Bayview Club Dr Apt 2D, Indianapolis, IN 46250

(317) 903-5366

LEADERSHIP EXPERIENCE:

FALL CREEK ACADEMY

Principal, INDIANAPOLIS, IN

April, 2013 – Present

- Leading the effort to turnaround a chronically underperforming school
- Executing plans the rebuild student and staff culture focused on academic excellence
- Overseeing data analysis to maximize student learning and achievement and staff professional development and

INDIANAPOLIS PRINCIPAL FELLOWSHIP

Principal Fellow, INDIANAPOLIS, IN

April, 2012 – Present

- Developing a strategic plan and leading a team for student recruitment and enrollment for the upcoming school year
- Recruiting and hiring a dynamic instructional and administrative staff while building a advantageous adult culture
- Supporting staff with the management of day to day school operations, instruction, and building culture

UNIVERSITY YES ACADEMY

Founding Principal, DETROIT, MI

July, 2009 – April, 2012

- Establishing founding principles and systems for a new high performing school serving low-income Detroit youth
- Creating and using data systems to organize and analyze data that informs school based decision making, program modification, and targeted professional development
- Identifying instructional and operational needs school-wide and establishing tailored systems to address those needs
- Overseeing the recruitment and hiring of instructional staff

CLEVELAND LIGHTHOUSE COMMUNITY SCHOOL

Director of Instruction, CLEVELAND, OH

May, 2008 – June, 2009

- Providing instructional, operational and strategic leadership such that a culture of high achievement, efficiency, and respect is created throughout our school
- Creating ongoing summative assessments in alignment with state standards to establish accurate, ongoing knowledge of students progress
- Planning and leading staff learning experiences through professional development, grade level meetings, and ongoing coaching

TEACH FOR AMERICA

Program Director, MIAMI, FL

July, 2007 – May, 2008

- Creating and managing data driven professional development opportunities for 29 secondary Language Arts and Social Studies teachers to increase student achievement
- *Project Manager*, Diversity Initiative: designing and delivering regional based diversity curriculum
- *Project Manager*, Professional Learning Communities leader (PLC) Training: creating and facilitating training sessions for all Miami-Dade regional PLC leaders; managing four leaders in creating content focused group learning experiences

Curriculum Specialist, ATLANTA, GA

Summer, 2007

- Delivering core training sessions to 106 corps members to ensure they secure knowledge, skills and mindsets necessary to be a successful first year teacher
- Facilitating diversity sessions and discussions to prepare beginning teachers to lead students in high-needs schools

TEACHING EXPERIENCE:

MIAMI CENTRAL SENIOR HIGH SCHOOL

Teacher, MIAMI, FL

August, 2005 – June, 2007

- Teaching eleventh grade, advanced placement US history and African and African-American history
- Executing dynamic lessons geared toward preparing urban students for the rigor of college work
- Developing student confidence and increasing their bank of knowledge and power through technology driven instruction
- Implementing differentiated lesson plans, learning activities and assessment evaluations based on student needs

EDUCATION:

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

August, 2015

- Master of Arts in Education Leadership

UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION, Ann Arbor, MI

April, 2005

- Bachelor of Arts in Education
- Certification: Secondary History and Social Studies, Michigan and Florida

Education

2011 Master of Science in Secondary Urban Education: *Curriculum and Education Research concentration*: Indiana University, Indianapolis, IN

2000 Bachelor of Science Degree Elementary in Education: Ball State University, Muncie, IN

Teaching and Administrative Experience

2012 - Present: Master Teacher, Padua Academy Charter School, Indianapolis, IN

- Leadership/Administrative role in a K-8 urban charter school consisting of 25 licensed teachers/support staff and 225+ students
- Responsible for teacher accountability and development
- Analyze student assessment data (e.g., ISTEP, IREAD, LAS Links, WIDA, DIBELS, Acuity and Star Math) and develop a school-wide plan aimed at addressing specific needs
- Identify and field test research based strategies to address identified teacher and student needs
- Oversee planning, facilitation and follow-up of differentiated cluster/grade level group meetings during Professional Growth Blocks for 19 licensed teachers and support staff
- Team plan/teach with colleagues, model strategies and implement K-8 curriculum
- Observe and provide assistance and coaching toward meeting teachers' Individual Growth Plan goals
- Observe and assess teacher performance using the TAP Rubrics and conduct follow-up teacher conferences
- Suspension and expulsion adjudicator

2006 - 2009: District Program Manager, Indianapolis Public Schools, Indianapolis, IN

- Researched, developed and taught character education, behavior modification and life skill development curriculum to elementary, middle and high school students in alternative programs throughout the district
- Trained and worked with administrators and teachers to effectively integrate research based instructional strategies and behavior modification techniques into their schools and classrooms

2000 – 2002: Elementary Teacher, Indianapolis Public Schools, Indianapolis, IN

- Fourth grade teacher, coach, and lead teacher for extracurricular activities

Research, Evaluation, and Project Management Experience

2009 – 2012: Project Director, Center for Urban and Multicultural Education, Indiana University - Indianapolis

- Education research and evaluation project leadership /Co-Investigator

- Develop and execute multiple research and evaluation proposals, data collection, assessment and analysis protocol, and provide summative/formative feedback to inform instruction and education policy
- Lead research studies aimed at improving teacher pedagogy, student achievement, education policy, and reform
- Recruit, interview, train, and supervise up to 15 Graduate Assistants and hourly staff
- Seek out funding and partnerships for research and evaluation projects
- Coordinate and foster partnerships with faculty, local school districts, and community organizations

2006- 2009: District Program Manager, Indianapolis Public Schools, Indianapolis, IN

- Responsible for managing all aspects of a multiyear federal grant
- Organized and chaired a community coalition consisting of civic leaders, clergy, community organizations, school administrators, and parents aiming to find ways to better educate and serve youth in high need areas
- Mentored and assessed Alternative Education teachers throughout the district in classroom instruction and behavior management
- Developed and facilitated professional development to administrators, teachers, parents, and community leaders based on identified areas of need or district/program goals

2002 – 2006: Program Director, YMCA of Greater Indianapolis, Indianapolis, IN

- Developed, sought funding for, marketed, and managed up to 20 programs social and academic programs per year for middle and high school students based on school and community needs
- Recruit, train, and supervise up to 40 staff and volunteers per year maintaining high retention rates
- Increased participation in programs from 400 to 4,000 plus in 3 years

Conference Presentations and Publications

Publications

- **Wegesin, G.D.**, Houser, H.W., & Smith, J.S. (2012). Evaluation of the Indianapolis Public Schools' District Improvement Plan: 8 Step Process and Teacher Support. *Center for Urban and Multicultural Education*
- **Wegesin, G.D.** & Higginbotham, A.N. (2012). Comprehensive Evaluation of the Robert F. Noyce Scholarship Program at IUPUI, 2006 - 2012. *Center for Urban and Multicultural Education*
- **Wegesin, G.D.**, Helfenbein, R.J., & Macey, E. (2012). Evaluation of the Turkey and Armenia Summer Teaching Institute. *Center for Urban and Multicultural Education*

- **Wegesin, G.D.** (2011). Evaluation of the Robert F. Noyce Scholarship Program at IUPUI. *Center for Urban and Multicultural Education*
- **Wegesin, G.D.**, Macey, E.M., Cox, A.A., Huddleston, G.S., & Smith, J.S. (2011). Evaluation of the Indianapolis Public Schools' American Recovery and Reinvestment Act (AARRA) Spending on Centralized Professional Development, Response to Intervention, Instructional Technology, and Teaching Cadre. *Center for Urban and Multicultural Education*
- Stuckey, S.M., **Wegesin, G.D.**, & Jackson, R (2011). Evaluation of the Indiana Department of Education's Statewide Supplemental Education Program. *Center for Urban and Multicultural Education*
- Smith, J.S. & **Wegesin, G.D.** (2011). Evaluation of the Indianapolis Public Schools' District Improvement Plan. *Center for Urban and Multicultural Education*
- **Wegesin, G.D.** (2011). Research Brief: Recent School Reform Efforts and Examples of Success in IPS. *Center for Urban and Multicultural Education*.
<http://education.iupui.edu/CUME/pdf/IPS%20Reforms%20and%20Success%20Final%20Brief.pdf>
- **Wegesin, G.D.**, & Smith, J.S. (2011). Evaluation of the Robert Noyce Scholars Program at IUPUI. *Center for Urban and Multicultural Education*
- **Wegesin, G.D.**, Smith, J.S. (2010). Evaluation of the Nina Scholarship Program at IUPUI. *Center for Urban and Multicultural Education*
- Macey, E.M., **Wegesin, G.D.**, & Smith, J.S. (2010). Evaluation of the Indiana Afterschool Network (IAN). *Center for Urban and Multicultural Education*
- **Wegesin, G.D.**, Cox, A.A., Huddleston, G.S., Smith, J.S., & Helfenbein, R.J. (2010). Evaluation of the Indianapolis Public Schools' American Recovery and Reinvestment Act (ARRA) Spending. *Center for Urban and Multicultural Education*
- Smith, J.S. & **Wegesin, G.D.** (2010). Evaluation of the Indianapolis Public Schools' District Improvement Plan. *Center for Urban and Multicultural Education*

Presentations

- **Wegesin, G.**, Macey, E., & Cox, A. (2011) *The Quest for "Real Teaching,"* Presentation at the Ethnography Qualitative Research Conference: Cedarville, OH
- **Wegesin, G.**, Macey, E. Feldwisch, R. & Jackson, R (2011) *Translational Research,* Urban Education School Association Conference: Indianapolis, IN
- **Wegesin, G.** & Nguyen, K. (2011) *Mixed Method Evaluation Approach to Noyce*

Programming, National Noyce Conference: Washington, DC

- **Wegesin, G.** (2009) *Character Education in Urban School Curriculum*, National Character Education Conference: St. Louis, MO
- **Wegesin, G.** (2008) *Teaching at Risk Youth in Urban Schools*, National Center for Youth Issues Midwest Conference: Indianapolis, IN
- **Wegesin, G.** (2007) *Education Reform and at Risk Youth*, National Center for Youth Issues Midwest Conference: Indianapolis, IN
- **Wegesin, G.** (2006) *Adolescent Program Development*, YMCA of the USA National Conference: Chicago, IL

Aleesia Johnson

Innovation Officer, Indianapolis Public Schools, johnsonal@myips.org

Summary: Aleesia has 13 years of experience in education. Six of these years were spent in the classroom as a middle school teacher. The past 7 years have been spent in educational leadership--both in and out of a formal school setting. Aleesia has both a personal and professional passion for working in low-income communities with students who have traditionally been underserved. This passion has led to her work in multiple educational settings--for the non-profit organization Teach For America, in a public charter school at KIPP Indy, and currently in a traditional public school district as a part of Indianapolis Public Schools. Aleesia has served as a member of the Indianapolis Public Library Strategic Planning committee. She is also a member of the regional advisory board of Teach For America-Indianapolis.

Experience

Innovation Officer at Indianapolis Public Schools June 2015 - Present (1 month)

- Serve as the primary manager of the district's innovation schools by developing systems and structures to support school leadership recruitment, selection, authorization, evaluation, and accountability as it relates to current and prospective innovation schools
- Draft and implement district policies that institutionalize best practices in authorization and support of innovation schools
- Manage special projects as assigned by the Superintendent; organize the work of internal and external stakeholders in order to accomplish project objectives successfully

School Leader at KIPP Indianapolis College Preparatory June 2012 - June 2015

- Created and implemented a strategic plan to drive organizational goals and assess progress during year
- Leveraged strong relationships with all relevant stakeholders in order to increase school stability and sustainability in both operational and instructional practices
- Managed a team of 30 staff members in order to maximize effectiveness in classroom instruction
- Achieved staff satisfaction results that meet or exceed KIPP national network average
- Achieved 51% increase in student retention year over year, from 38% to 89%

Assistant School Leader at KIPP Indianapolis College Preparatory May 2010 - June 2012

- Created and implemented a strategic plan to drive organizational goals and assess progress during year
- Leveraged strong relationships with all relevant stakeholders in order to increase school stability and sustainability in both operational and instructional practices
- Managed a team of 17 teachers in order to maximize effectiveness in classroom instruction
- Collected and analyzed various school data points to inform decision-making
- Achieved staff satisfaction results that exceeded KIPP national network average

Interim Director, District Strategy at Teach For America October 2008 - June 2010

- Maximized Teach For America impact in Indianapolis by securing additional partnerships to increase placement schools from nine to twenty-seven
- Created strategic plan to drive regional district strategy goals and assess progress to goals
- Designed and facilitated professional development to ensure staff members are equipped to meet district strategy goals
- Communicated key messages to school leaders and district officials to create investment in Teach For America
- Executed matriculation and placement processes to ensure all teachers secure positions at partner schools

Program Director at Teach For America May 2008 - June 2010

- Managed two cohorts of approximately 25 teachers serving in public schools to reach ambitious student achievement goals
- Exceeded achievement goals during 2008-09 and 2009-10 school years with an average of 85% of team accomplishing at least one and a half years of student academic growth
- Assessed qualitative and quantitative data to evaluate teachers' progress to goals
- Planned and executed rigorous professional development workshops to build targeted instructional skills

Founding Teacher at KIPP Indianapolis College Preparatory July 2004 - May 2008

- Advanced students an average of 1.5 years in Reading according to NWEA MAP (Measures of Progress) scores each year as Reading teacher
- Served as a grade level chairperson and English Language Arts department chair
- Created community partnerships to establish extracurricular activities, a student counseling program, community service programs, and high school placement opportunities

Teacher, 6th grade Science and Social Studies at Paterson Public Schools, October 2002-June 2004

- Selected from competitive field to join Teach For America, a national corps of outstanding college graduates who teach in low-income communities
- Achieved grade level annual yearly progress by partnering with Reading teacher to reinforce content area reading strategies
- Nominated for Teacher of the Year by School 26 colleagues



Phalen Leadership Academies Senior Management Team Bios

Earl Martin Phalen, CEO: One of nation's top social entrepreneurs, Mr. Phalen is the Founder and CEO of Summer Advantage and Phalen Leadership Academies. Mr. Phalen is deeply committed to the education of children and is a proven leader with a track record of success. Summer Advantage, one of the nation's only two scientifically-validated summer learning programs, ensures the academic and social development of school-aged children, ages 5-14. Under Mr. Phalen's leadership, Summer Advantage was able to assemble a team of outstanding educators and helped over 15,000 children since its inception in 2009 make tremendous academic gains in every year of its existence. Mr. Phalen is a three-time recipient of the Fast Company Social Capitalist Award; the President's Service Award from Bill Clinton; and the Black Entertainment Television (BET) 2010 National Hero Award. Mr. Phalen's leadership has earned recognition from numerous national media outlets, including the cover story of TIME Magazine; a feature interview on MSNBC's Education Nation; coverage in Parent Magazine's feature on summer learning slide; a highlight of Summer Advantage's use of innovative technology in Education Week. Mr. Phalen holds a B.A. from Yale University and a J.D. from Harvard Law School.

Terra Smith, COO: Ms. Smith leads the executive team and the organization's national operations. Ms. Smith obtained a BA in Political science from Morgan State University. After Morgan, she attended Columbia Law School and earned her Juris Doctor in 1999. Ms. Smith then worked as a corporate associate at Skadden, Arps, Slate, Meagher & Flom LLP and then became a staff attorney with the U.S. Securities and Exchange Commission. Ms. Smith left her career as a successful corporate lawyer in New York to pursue her life's passion, serving our nation's most at-risk children. Tens of thousands of children's lives have been changed because of her decision. In 2009, Terra set out to identify gaps within our education system and began the launch of three national initiatives that have had a transformative impact on the education of children: Summer Advantage USA, the Phalen Leadership Academies, and LaTonya's House, which provides a safe and caring living environment for hundreds of adults with disabilities and allows them to lead independent lives. Ms. Smith brings more than a decade of experience recruiting the nation's top talent for leading firms in the country. Ms. Smith simultaneously established The Giving Fund, Incorporated (a foundation that provides free consulting services to start-up non-profits) and Compendium Business Solutions, a for-profit consulting firm that assists emerging companies with strategic development and recruitment.

Helen Dixon, Director of Recruitment: Ms. Dixon is responsible for leading the recruitment, selection and placement of all employees. Ms. Dixon has over 10 years of human capital recruitment experience. Prior to joining PLA, Ms. Dixon served as National Director of Recruitment for New Leaders for New Schools, a non-profit which specializes in recruiting and



developing exceptional teachers into urban school principals. Formerly the Director of Recruitment for the City of Chicago, Ms. Dixon was the architect of enterprise-wide recruitment planning, strategies, policies and program development applicable to 38,000 employees and 43 operating departments. Prior to the City of Chicago, Ms. Dixon served as a Senior Recruitment Officer and Marketing Manager for the Chicago Public Schools. During her tenure, she provided district-wide recruitment and employment guidance to 600 schools, and designed and implemented strategies to meet annual workforce requirements.

Eva Spilker, Director of Finance: Ms. Spilker has served as Controller and Finance Director at Diamondback Direct, an International division of Quadriga Direct Mail Holdings – a leading global provider of Direct Marketing services. Her responsibilities included all Finance and Accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, margin management, annual budgeting, audit management and executive team and board presentations. Ms. Spilker’s career in finance began in the Corporate Financial Consulting division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all Capital Expenditure justifications and analyses. After CSX, Ms. Spilker transitioned to a Partner role in a regional advertising agency where she managed all Finance and Operations functions. Ms. Spilker holds an Economics degree from the University of North Carolina at Chapel Hill.

Alejandra Love, Director of Training: In this role, Mrs. Love is responsible for project-managing Summer Advantage USA training in all regions for approximately 400 staff, creating training content & materials, and facilitating workshops nationally. Her other responsibilities include interviewing, hiring, managing, and coaching a team of 15 per diem trainers. Mrs. Love has worked in education nonprofits for the past decade, including roles at Building Educated Leaders for Life, Oasis Children Services, and the Neighborhood Initiatives Development Corporation’s Children and Families Program. Mrs. Love has published half a dozen articles for T+D Magazine, which is published by the American Society of Training and Development (ASTD), and LEARN, which is published by the NY Metro chapter of ASTD. Her articles have been reprinted and excerpted in various publications and websites. Mrs. Love graduated from Bernard Baruch College earning a Master’s of Public Administration in dual majors – Nonprofit Administration and Public Management. In 2008, she graduated cum laude from Lehman College, earning a BA in African and African American Studies, with a minor in Early Childhood Education. Mrs. Love was inducted into the national African American Studies honor society.

Johnny Jin, Director of Development: Mr. Jin leads national development and fundraising for Summer Advantage USA and the Phalen Leadership Academies (PLA). In this capacity, he helped raise over \$15M, including investments from the Social Innovation Fund, Bill and Melinda Gates



Foundation, Federal and State Departments of Education, Charter School Growth Fund, and more. He also led the development of the charter school application, blended learning design, and financial model that resulted in state authorization of 10 charters to PLA. In leading research and development, Mr. Jin expanded the scope of PLA's impact to include turnaround schools, blended learning, and workforce development. Mr. Jin has served as a high school English teacher, and guided his ninth graders to gain two grade levels in a single school year. He has received honors from the U.S. Senate, Phi Delta Kappan, and the Milken Family Foundation. Mr. Jin is a first-generation college graduate, earning his Economics Degree from Berkeley in only two years and his Master's Degree in Education Policy and Management from Harvard.

Michelle Reeves, Legal Counsel: Ms. Reeves obtained a BS in Political Science-International Relations from Carleton College and her JD from Indiana University School of Law – Bloomington. After graduation from law school, Ms. Reeves worked for the UAW. Ms. Reeves has a diverse legal background as a result of her employment by a variety of government agencies. Ms. Reeves has worked as a Deputy Prosecutor with the Marion County Prosecutors Office and as a staff attorney for the Department of Education, Indiana Department of Environmental Management, and the Indiana Department of Workforce Development. Ms. Reeves is a trained mediator and worked briefly as a writing instructor at a local community college.



July 2, 2015

Dear Superintendent Ritz:

As superintendent of Indianapolis Public Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district plans to “transform” Francis Scott Key Elementary School 103 (identified by Indiana Department of Education as a focus school).

The support Francis Scott Key School 103 will receive from the funding of Phase 1 of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives. The initiatives will help improve teacher pedagogy and increase student achievement.

The Board of School Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at Francis Scott Key School 103. I wholeheartedly support the following elements that will be in place for Phase 1 of the Grant.

- Innovation Officer will support the efforts of Francis Scott Key Elementary #103 to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision making, e.g. inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Services for social-emotional and community-oriented practices will support teachers and students.
- Leadership will reflect increased operational flexibility to the principal for hiring, retaining, transferring and replacing staff.

The Indianapolis Public School Corporation supports the implementation of the School Improvement Grant Initiative at Francis Scott Key Elementary, #103. We are grateful to have this opportunity.

Sincerely,

A handwritten signature in blue ink that reads "Lewis D. Ferebee". The signature is written in a cursive style.

Lewis D. Ferebee, Ed. D.

Lewis D. Ferebee, Ed.D., Superintendent



Board of School Commissioners of the City of Indianapolis
120 E. Walnut Street • Indianapolis, Indiana 46204 • 317.226.4418

Diane Arnold
President

July 2, 2015

Sam Odle
Vice President

Superintendent Ritz:

LaNier Echols
Secretary

Kelly Bentley

Gayle Cosby

Caitlin Hannon

Mary Ann Sullivan

As President of the Board of School Commissioners for the City of Indianapolis, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase 1 of a multi-year plan to transform IPS Francis Scott Key Elementary School #103 (identified by the Indiana Department of Education as a focus school).

The support Francis Scott Key will receive from the funding of the School Improvement Grant Initiative will enable the school to implement cutting-edge, research-based educational initiatives as part of a Transformation Model. These initiatives will help improve teacher instruction and increase student achievement. My fellow Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at Francis Scott Key Elementary School #103.

Indianapolis Public Schools welcomed new board members in January. Our board is committed to providing more autonomy to schools and, moving forward in the 2015-2016 school year, Francis Scott Key School #103 will have additional operational flexibility in the hiring, retaining, transferring, and replacing of staff. The principal will also have the authority to remove ineffective teachers throughout the school year, with administrative support from the district's Innovation Officer as needed.

The Board of Commissioners supports the implementation of Phase 1 of the School Improvement Grant Initiative at IPS Francis Scott Key Elementary School #103. We are excited about the possibilities this initiative creates for our students and we look forward to working closely with you to continue to improve student achievement.

Sincerely,

Diane Arnold, President
Board of School Commissioners

| Teaching Time Frame | Subject | Objectives By the end of the workshop staff should be able to: | PLA or School level | Targeted Staff | Delivery E=eLearning W=Webinar C=Classroom | Tier |
|---------------------|--|--|---------------------|----------------|---|--------|
| 1 Hour | Mission and Vision | State the summer program Mission Describe the summer program philosophy | PLA | All | E&C | I & II |
| 1 Hour | Culture of Excellence | Define a culture of excellence Describe the characteristics of a Culture of Excellence | PLA | All | E | II |
| 2 Hours | Behavior and Classroom Management: Building a Learning Community | Describe the behavior policy Explain the difference between Behavior and Classroom Management Discuss the importance of setting standards Practice silent cues and strategies | PLA | All | E C | I & II |
| 8 Hours | Dr. Reedom - Classroom Management | 99% of behaviors managed in classroom Strategies for Effective Classroom Management | PLA | All | C | II |
| 8 Hours | Crisis Prevention | Provide for the <i>Care, Welfare, Safety,</i> and <i>Security</i> of all those who are involved in a crisis situation. | PLA | New Staff | C | II |
| 1 Hour | Gallahue Services | Request Gallahue services Describe the purpose of Gallahue services | PLA | New Staff | E | I |
| 2 Hours | Scholar Transitions and Expectations Capture Video | Describe the appropriate protocol for arrival, dismissal, lunch and specials transitions -Capture video ahead of time and add to E-Learning | School Level | All Staff | E C | II |
| 2 Hours | Insurance, Short Term Disability, Benefits, 403B | Describe the Insurance and Short Term Disability coverage provided by PLA -E learning to do an overview of what is provided, provide the pdfs, and overview ahead of time. -In person meeting for those who have questions (w/company for Q/A) | PLA | New Staff | W | II |
| 1 Hour | Expenses and | Describe the purchasing and reimbursement | PLA | All Staff | E | I |

| | | | | | | |
|---------|--|--|------------------|-----------|--------|--------|
| | Reimbursement | process | | | | |
| 1 Hour | Technology Distribution | Receive classroom technology including: laptop, iPad, doc camera, etc. | School Level | All Staff | C | II |
| 8 Hours | Team Building | Identify similarities between other team members Describe how different positions will work together Myers-Brigg or Group Principal has worked with in the past | School Level | All Staff | E C | I & II |
| 1 Hour | Building Access | Receive ID badges, key card and security code | School Level | New Staff | C | II |
| 1 Hour | Communicating with Care | Explore the components of positive communication Identify the barriers to workplace communication | PLA | All Staff | E C | II |
| 8 Hours | Building Safety and Emergency Plan | Understand the safety preparedness plan Describe the evacuation plan ALICE Training | School Level | All Staff | E C | II |
| 2 Hours | Parent and Family Engagement | Discuss the importance of Family Engagement Describe the Family Engagement expectations for each role | PLA | All Staff | E | I & II |
| 1 Hour | Scholar Orientation | Explain the process for new scholars Expectation culture setting | School Level | New Staff | E | I |
| 1 Hour | Collaborative Teaching | Define the concept of collaborative teaching Identify best practice for maximizing a multi-educator teaching environment | PLA | New Staff | E W | II |
| 1 Hour | Requesting Substitutes/ Staff Absence | Use the substitute request process | School Level | New Staff | E | I |
| 2 Hours | Staff Evaluations | Define daily duties for your role Understand the staff evaluation -Online would be scoring and how rated, share written rubric -In person would be video and explanation of each rubric component | PLA/School Level | All Staff | E W | I & II |
| 1 Hour | Professional | Restate professional development | PLA Level | New Staff | E | I |

| | | | | | | |
|---------|--|--|------------------|-----------|--------|--------|
| | Development | expectations Define the PD request process | | | | |
| 2 Hours | Day 1 of School | Review the Teacher and TA roles for a successful day 1 | School Level | All Staff | E C | I & II |
| 2 Hours | First 3 Weeks | Outline the plan, roles and duties for the first 3 weeks of school Describe expectations for data tracking, behavior tracking and homework Scholar expectations and cultural setting | School Level | All Staff | E C | I & II |
| 2 Hours | Committees, Team Meetings, Data Folders | Define and join school committees Learn the team meeting schedules for your position and or grade team Restate the purpose of Data Folders Identify the components of a Data Folder | School Level | All Staff | E | II |
| 2 Hours | Staff Handbook/Policy Review | Review staff handbooks - highlight key components School level binder of important documents Schedules, etc. | School Level | All Staff | W | II |
| 2 Hours | Library | Library Inventory system - Library World Process for checking out books Staff PD Library Schedule for Library Rotations Library Check-Out | School Level | All Staff | E | II |
| 1 Hour | Excellence Awards and Convocation | Purpose of Excellence Awards & Convocation Types of awards to give at each convo. Due dates for turning in awards Run of show for a convocation | School Level | All Staff | C | II |
| 1 Hour | Volunteer Opportunities and Policy From Andrea | Volunteer/Visitor Policy Identa-Kid System How parents volunteer in classroom Volunteer expectations | School Level | All Staff | E | I & II |
| 2 Hours | School Procedures | Describe procedures for hallways, bathroom, recess, breakfast/lunch, computer rotations | School Level | All Staff | E C | II |
| 8 Hours | Singapore Math | Identify the Singapore Math lesson types and purpose | PLA/School Level | New Staff | E C | I & II |

| | | | | | | |
|--|----------------------------------|---|------------------|-----------|--------|--------|
| | | Interpret the Singapore Math lesson plan | | | | |
| 4 Hours | Journey Reading | Identify the Journey Reading lesson types and purpose Interpret the Journey Reading lesson plan | PLA/School Level | New Staff | E C | I & II |
| 4 Hours | Voyager Passport | Identify the Voyager lesson types and purpose Interpret the Voyager lesson plan | PLA/School Level | New Staff | E | I & II |
| 8-16 Hours off site 2 Hours on-site | Indiana Science Initiative (ISI) | Outline curriculum Calendar when tubs arrive Staff members attend off site training | PLA | All Staff | E C | I & II |
| 4 Hours | Social Studies Curriculum | Planning for social studies curriculum Network wide curriculum map locate resources, plan assessments plan field trips to align with curriculum -curriculum map template -scope and sequence for each year | PLA | All Staff | C | II |
| 8 Hours | Curriculum mapping | Define components of a literacy group <ul style="list-style-type: none"> o Daily 5 o 2-Day Lesson Plan o Develop power standards for Q1 ELA Develop Q1 projection map Describe the key components of the Singapore Math curriculum Develop power standards for Q1 ELA Develop the Q1 projection map | PLA/School Level | All Staff | E C | II |
| 2 Hours | Enrichment/ Specials | Define roles and responsibilities for enrichment classes Provide and complete unit plans for 1st round of enrichments share specials schedule, and expectations for drop-off, pick-up, etc. | School Level | All Staff | C | I & II |
| 8-16 Hours | Writers Workshop/Six | Courtney Gordon - Smekens | School | All Staff | | II |

| | | | | | | |
|--|-------------------------------------|---|-------------------------|--|--------|----------|
| | traits | After the Launch - Now What (existing staff) The Launch - New Staff | Level | | C | |
| 4 Hours | Building Dreams | Review Building Dreams curriculum Describe methods of effective implementation | PLA/ School Level | All Staff | E | I & II |
| 2 Hours | Classroom Centers | Describe center protocols Describe center best practices Share resources & align resources to curriculum maps | School Level | All Staff | EC | III |
| 4 Hours | Guided Literacy Groups for TAs | Purpose of Literacy Groups What are essential components of Literacy Group What is the structure of a literacy group | PLA/ School Level | New Staff | E C | II |
| 2 Hours | RTI | RTI Process Referral Process Calendar Forms & Documentation Menu of Interventions | School Level | All Staff | E C | II |
| 2 Hours | Special Education Referrals | Referral Process Special Education Handbook Expectations for working with Special Education Scholars Who makes up the multi-disciplinary team Special Education Forms and Resources | School Level | All Staff | E C | I & II |
| 6 Hours - DIBELS 2 Hours - STAR 2 Hours - NWEA or IREADY | Assessments (Dibels, STAR, etc.) | Recognize the components of a standardized testing environment Use testing best practices in the implementation of your assessments | PLA/School Level | New Staff All Staff (if new assessment) | E C | I & II |
| 1 Hour | Lively Learning: Scholar Engagement | Recognize the correlation between scholar engagement and performance Review scholar engagement techniques | PLA | All Staff | E W | II & III |

| | | | | | | |
|---------|------------------------------------|---|----------------|-----------|--------|-----|
| | | Discussion of best practices | | | | |
| 1 Hour | Culturally Responsive Teaching | Meet all members of the staff Describe how different positions will work together | PLA | All Staff | E C | II |
| 1 Hour | Differentiated Instruction | Define Differentiated Instruction Leverage prior knowledge Identify multiple teaching strategies for targeting instruction according to student needs Identify the relationship between learning styles and Differentiated Instruction | PLA/ School | All Staff | E C | III |
| 1 Hour | Instructional Ratios | Identify Talk-Time Ratios Discuss how instructional ratios impact scholar learning | PLA | All Staff | E | III |
| 1 Hour | Metamoments | Define instructional meta-moments Describe how to effectively use meta-moments in the classroom | PLA | All Staff | E | III |
| 4 Hours | Technology | To accurately use various hardware including: Chromebooks, Apple TV iPad Doc Camera Projector Copier To describe the purpose of the hardware listed above | School Level | All Staff | E C | II |
| 1 Hour | Mentoring: Making a Difference | Describe the importance of a mentor Share their personal experience with a mentor Determine the traits of a positive mentor | PLA | All Staff | E or W | III |
| 1 Hour | Maximizing Small Group Instruction | Describe small group instruction strategies appropriate for their assigned grades Collaborate with your teaching partner to discuss the best techniques for your classroom | PLA | All Staff | E or W | II |

Level I Training (e-learning) = 21 hours

Level II Training (in-person, prior to launch)

New Staff = 133 hours = 3 weeks, 2 days to complete

Existing Staff = 94 hours = 2 weeks, 2 days to complete

Level III Training (conducted during the year) = 5 hours

DRAFT

RISE Principal 1.0



Teacher Effectiveness - 1. Human Capital Manager

Number of Competencies: 7

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.1.
Competency
Hiring and
retention

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;
- Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;
- Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).

Principal recruits, hires, and supports effective teachers by:

- Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;
- Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;
- Aligning personnel decisions with the vision and mission of the school.

Effective

Principal recruits, hires, and supports effective teachers by:

- Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;
- Demonstrating ability to increase some teachers' effectiveness;
- Occasionally applying the school's vision/mission to HR decisions.

Improvement
Necessary

Ineffective

Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:

- Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions;
- Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;
- Rarely or never applying the school's vision/mission to HR decisions.

Teacher Effectiveness - 1. Human Capital Manager

Number of Competencies: 7

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.2.

Competency
Evaluation of
teachers

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.

Principal prioritizes and applies teacher evaluations by:

- Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;
- Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;
- Following processes and procedures outlined in the corporation evaluation plan for all staff members

Effective

Principal prioritizes and applies teacher evaluations by:

- Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;
- Using teacher evaluations to partially differentiate the performance of teacher;
- Following most processes and procedures outlined in the corporation evaluation plan for all staff members.

Improvement
Necessary

Principal does not prioritize and apply teacher evaluations by:

- Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;
- Rarely or never using teacher evaluation to differentiate the performance of teachers;
- Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

Ineffective

Teacher Effectiveness - 1. Human Capital Manager

Number of Competencies:

7

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.3.

Competency
Professional
development

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Frequently creating learning opportunities in which highly effective teachers support their peers;
- Monitoring the impact of implemented learning opportunities on student achievement;
- Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.

Principal orchestrates professional learning opportunities by:

- Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;
- Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.
- Providing differentiated learning opportunities to teachers based on evaluation results.

Effective

Principal orchestrates aligned professional learning opportunities tuned to staff needs by:

- Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;
- Providing learning opportunities with little variety of format;
- Providing differentiated learning opportunities to teachers in some measure based on evaluation results.

Improvement
Necessary

Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:

- Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;
- Providing no variety in format of learning opportunities;
- Failing to provide professional learning opportunities based on evaluation results.

Ineffective

Teacher Effectiveness - 1. Human Capital Manager

Number of Competencies: 7

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.4.

Competency

Leadership and talent development

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Encouraging and supporting teacher leadership and progression on career ladders;
- Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;
- Recognizing and celebrating emerging leaders.

Effective

Principal develops leadership and talent by:

- Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;
- Providing formal and informal opportunities to mentor emerging leaders;
- Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.

Improvement Necessary

Principal develops leadership and talent by:

- Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;
- Providing formal and informal opportunities to mentor some, but not all, emerging leaders;
- Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.

Ineffective

Principal does not develop leadership and talent by:

- Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school);
- Rarely or never provides mentorship to emerging leaders;
- Providing no support and encouragement of leadership and growth;
- Frequently assigns responsibilities without allocating necessary authority.

Teacher Effectiveness - 1. Human Capital Manager

Number of Competencies: 7

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.5.
Competency
Delegation

| | |
|-----------------------|--|
| Highly Effective | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• Encouraging and supporting staff members to seek out responsibilities;• Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. <p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none">• Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;• Monitoring the progress towards success of those to whom delegations have been made;• Providing support to staff members as needed. <p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none">• Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;• Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;• Providing support, but not always as needed. |
| Effective | |
| Improvement Necessary | |
| Ineffective | <p>Principal does not delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none">• Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;• Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;• Rarely or never providing support. |

Teacher Effectiveness - 1. Human Capital Manager

Number of Competencies: 7

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.6.

Competency
Strategic
assignment

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.

Effective

Principal uses staff placement to support instruction by:

- Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;
- Strategically assigning support staff to teachers and classes as necessary to support student achievement.

Improvement
Necessary

Principal uses staff placement to support instruction by:

- Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.

Ineffective

Principal does not use staff placement to support instruction by:

- Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

6. Competency Notes:

This indicator obviously assumes there is ability of leader to make these decisions.

Teacher Effectiveness - 1. Human Capital Manager

Number of Competencies: 7

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.7.

Competency

Addressing teachers who are in need of improvement or ineffective

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Staying in frequent communication with teachers on remediation plans to ensure necessary support;
- Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.

Principal addresses teachers in need of improvement or ineffective by:

- Developing remediation plans with teachers rated as ineffective or in need of improvement;
- Monitoring the success of remediation plans;
- Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Effective

Principal addresses teachers in need of improvement or ineffective by:

- Occasionally monitoring the success of remediation plans;
- Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Improvement Necessary

Principal does not address teachers in need of improvement or ineffective by:

- Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;
- Rarely or never monitoring the success of remediation plans;
- Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Ineffective

Leadership Actions - 1. Personal Behavior

Number of Competencies: 4

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

1.1. Competency Professionalism

| | |
|-----------------------|---|
| Highly Effective | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;• Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times <p>Principal displays professionalism by:</p> <ul style="list-style-type: none">• Modeling professional, ethical, and respectful behavior at all times;• Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. <p>Principal supports professionalism by:</p> <ul style="list-style-type: none">• Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;• Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. <p>Principal does not support professionalism by:</p> <ul style="list-style-type: none">• Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;• Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. |
| Effective | |
| Improvement Necessary | |
| Ineffective | |

Leadership Actions - 1. Personal Behavior

Number of Competencies: 4

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

1.2. Competency Time management

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;
- Monitoring use of time to identify areas that are not effectively utilized;

Principal manages time effectively by:

Effective

- Establishing yearly, monthly, weekly, and daily priorities and objectives;
- Identifying and consistently prioritizing activities with the highest-leverage on student achievement.

Improvement
Necessary

Principal manages time effectively by:

- Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;
- Occasionally prioritizes activities unrelated to student achievement.

Ineffective

Principal manages time effectively by:

- Rarely or never establishing timely objectives or priorities;
- Regularly prioritizing activities unrelated to student achievement;

Leadership Actions - 1. Personal Behavior

Number of Competencies: 4

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

1.3. Competency
Using feedback to
improve student
performance

| | |
|-----------------------|---|
| Highly Effective | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;• Identifying the most efficient means through which feedback can be generated.• Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback. |
| Effective | <p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none">• Actively soliciting feedback and help from all key stakeholders;• Acting upon feedback to shape strategic priorities to be aligned to student achievement. |
| Improvement Necessary | <p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none">• Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;• Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. |
| Ineffective | <p>Principal does not use feedback to improve student performance by:</p> <ul style="list-style-type: none">• Regularly avoiding or devaluing feedback;• Rarely or never applying feedback to shape priorities. |

Leadership Actions - 1. Personal Behavior

Number of Competencies: 4

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

1.4. Competency Initiative and persistence

| | |
|-----------------------|--|
| Highly Effective | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• Exceeding typical expectations to accomplish ambitious goals;• Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;• Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. |
| Effective | <p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none">• Consistently achieving expected goals;• Taking on voluntary responsibilities that contribute to school success;• Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;• Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. |
| Improvement Necessary | <p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none">• Achieving most, but not all expected goals;• Occasionally taking on additional, voluntary responsibilities that contribute to school success;• Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;• Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. |
| Ineffective | <p>Principal does not display initiative and persistence by:</p> <ul style="list-style-type: none">• Rarely or never achieving expected goals;• Rarely or never taking on additional, voluntary responsibilities that contribute to school success;• Rarely or never taking risks to support students in achieving results;• Never seeking out potential partnerships. |

Teacher Effectiveness - 2. Instructional Leadership

Number of Competencies:

3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.1.

Competency
Mission and
vision

| | |
|-----------------------|---|
| Highly Effective | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• Defining long, medium, and short-term application of the vision and/or mission;• Monitoring and measuring progress toward the school's vision and/or mission;• Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;• Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. <p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none">• Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);• Defining specific instructional and behavioral actions linked to the school's vision and/or mission;• Ensuring all key decisions are aligned to the vision and/or mission;• Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. <p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none">• Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);• Making significant key decisions without alignment to the vision and/or mission;• Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. |
| Effective | <p>Principal does not support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none">• Failing to adopt a school-wide instructional vision and/or mission;• Defining a school-wide instructional vision and/or mission that is not applied to decisions;• Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness. |
| Improvement Necessary | |
| Ineffective | |

Teacher Effectiveness - 2. Instructional Leadership

Number of Competencies:

3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.2.

Competency
Classroom
observations

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;
- Monitoring the impact of feedback provided to teachers.

Principal uses classroom observations to support student academic achievement by:

Effective

- Visiting all teachers frequently (announced and unannounced) to observe instruction;
- Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;
- Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.

Improvement
Necessary

Principal uses classroom observations to support student academic achievement by:

- Occasionally visiting teachers to observe instruction;
- Occasionally analyzing student performance data to drive instruction evaluate instructional quality;
- Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.

Ineffective

Principal uses classroom observations to support student academic achievement by:

- Rarely or never visiting teachers to observe instruction;
- Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;
- Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.

Teacher Effectiveness - 2. Instructional Leadership

Number of Competencies:

3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.3.

Competency

Teacher

collaboration

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Monitoring collaborative efforts to ensure a constant focus on student learning;
- Tracking best collaborative practices to solve specific challenges;
- Holding collaborating teams accountable for their results.

Principal supports teacher collaboration by:

- Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;
- Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;
- Aligning teacher collaborative efforts to the school's vision/mission.

Effective

Principal supports teacher collaboration by:

- Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;
- Supporting and encouraging teamwork and collaboration in a limited number of ways;
- Occasionally aligning teacher collaborative efforts to instructional practices.

Improvement
Necessary

Principal does not support teacher collaboration by:

- Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;
- Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;
- Rarely or never aligning teacher collaborative efforts to instructional practices.

Ineffective

Leadership Actions - 2. Building Relationships

Number of Competencies: 3

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

2.1. Competency Culture of urgency

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Highly Effective

- Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;

Principal creates an organizational culture of urgency by:

Effective

- Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;
- Leading a relentless pursuit of these expectations.

Principal creates an organizational culture of urgency by:

Improvement
Necessary

- Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;
- Occasionally leading a pursuit of these expectations.

Principal does not create an organizational culture of urgency by:

Ineffective

- Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;
- Failing to identify the efforts of students and teachers, thus unable to align these efforts.

Leadership Actions - 2. Building Relationships Number of Competencies: 3

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

2.2. Competency Communication

| | |
|-----------------------|---|
| Highly Effective | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• To the extent possible, messaging key concepts in real time;• Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;• Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. <p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none">• Messaging key concepts, such as the school's goals, needs, plans, success, and failures;• Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;• Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. |
| Effective | <p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none">• Messaging most, but not all, key concepts;• Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;• Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. <p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none">• Messaging most, but not all, key concepts;• Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;• Utilizing a limited number of means and approaches to communication. |
| Improvement Necessary | <p>Principal does not skillfully and clearly communicate by:</p> <ul style="list-style-type: none">• Rarely or never messaging key concepts;• Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;• Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. |
| Ineffective | |

Leadership Actions - 2. Building Relationships

Number of Competencies: 3

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

2.3. Competency
Forging consensus
for change and
improvement

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Guides others through change and addresses resistance to that change;
- Monitors the success of strategies and revises based on strengths and weaknesses;
- Creates cultural changes that reflect and support building a consensus for change.

Effective

Principal creates a consensus for change and improvement by:

- Using effective strategies to work toward a consensus for change and improvement;
- Systematically managing and monitoring change processes;
- Securing cooperation from key stakeholders in planning and implementing change and driving improvement.

Improvement
Necessary

Principal creates a consensus for change and improvement by:

- Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;
- Managing change and improvement processes without building systems and allies necessary to support the process;
- Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.

Ineffective

Principal does not create a consensus for change and improvement by:

- Failing to identify areas in which agreement and/or consensus is necessary;
- Rarely or never managing or developing a process for change and/or improvement;
- Rarely or never seeking out feedback or securing cooperation - making unilateral, arbitrary decisions.

Teacher Effectiveness - 3. Leading Indicators of Student Learning

Number of

Competencies: 3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

3.1. Competency
Planning and
Developing
Student Learning
Objectives

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;
- Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;
- Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;
- Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;
- Revisiting the use and design of teacher and school-wide tracking tools.

Principal supports the planning and development of Student Learning Objectives (SLOs) by:

- Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;
- Collaborating with teachers to identify standards or skills to be assessed;
- Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;
- Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;
- Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.
- Utilizing a tracking tool to monitor school-wide progress on SLOs;
- Ensuring teachers utilize a tracking tool to show student progress towards SLOs.

Effective

Principal supports the creation of Student Learning Objectives (SLOs) by:

- Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;
- Occasionally collaborating with teachers to identify standards or skills to be assessed;
- Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;
- Working with teachers only occasionally throughout the year to measure progress towards goals;
- Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.

Improvement
Necessary

Principal does not support the creation of Student Learning Objectives by:

- Failing to organize/provide opportunities for teacher collaboration;
- Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;
- Not meeting with teachers throughout the year to look at progress towards goals.

Ineffective

Teacher Effectiveness - 3. Leading Indicators of Student Learning

Number of

Competencies: 3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

3.2. Competency
Rigorous Student
Learning
Objectives

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;
- Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.

Principal creates rigor in SLOs by:

- Ensuring teachers' SLOs define desired outcomes;
- Ensuring assessments used correspond to the appropriate state content standards;
- Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;
- Ensuring an analysis of previous year's student data is included in the development of SLOs;
- Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.

Effective

Principal creates rigor in SLOs by:

- Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;
- Assessing baseline data that may not be effectively used to assess students' starting points;
- Selecting and allowing for assessments that may not be appropriately aligned to state content standards.

Improvement
Necessary

Principal creates rigor in SLOs by:

- Allowing for outcomes to be benchmarked to less than typical growth;
- Failing to assess baseline knowledge of students;
- Failing to select assessments that are appropriately aligned to content standards.

Ineffective

Teacher Effectiveness - 3. Leading Indicators of Student Learning

Number of

Competencies: 3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

3.3. Competency

Instructional time

| | |
|-----------------------|--|
| Highly Effective | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. |
| Effective | <p>Principal supports instructional time by:</p> <ul style="list-style-type: none">• Removing all sources of distractions of instructional time;• Promoting the sanctity of instructional time;• Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. |
| Improvement Necessary | <p>Principal supports instructional time by:</p> <ul style="list-style-type: none">• Removing major sources of distractions of instructional time;• Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;• Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. |
| Ineffective | <p>Principal does not support instructional time by:</p> <ul style="list-style-type: none">• Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;• Rarely or never promoting the sanctity of instructional time;• Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time. |

Leadership Actions - 3. Culture of Achievement

Number of Competencies: 3

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

3.1.

Competency
High
expectations

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;
- Benchmarking expectations to the performance of the state's highest performing schools;
- Creating systems and approaches to monitor the level of academic and behavior expectations;
- Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.

Principal creates and supports high academic and behavior expectations by:

- Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;
- Empowering students to set high and demanding expectations for themselves;
- Ensuring that students are consistently learning, respectful, and on task;
- Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;
- Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.

Effective

Principal creates and supports high academic and behavioral expectations by:

- Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;
- Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.

Improvement
Necessary

Principal does not create or support high academic and behavior expectations by:

- Accepting poor academic performance and/or student behavior;
- Failing to set high expectations or sets unrealistic or unattainable goals.

Ineffective

Leadership Actions - 3. Culture of Achievement

Number of Competencies: 3

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

3.2.

Competency

Academic rigor Highly Effective

Effective

Improvement
Necessary

Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.

Principal establishes academic rigor by:

- Creating ambitious academic goals and priorities that are accepted as fixed and immovable.

Principal establishes academic rigor by:

- Creating academic goals that are nearing the rigor required to meet the school's academic goals;
- Creating academic goals but occasionally deviates from these goals in the face of adversity.

Principal has not established academic rigor by:

- Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;
- Consistently sets and abandons ambitious academic goals.

3.3.

Competency

Data usage in teams Highly Effective

Effective

Improvement
Necessary

Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Data used as basis of decision making is transparent and communicated to all stakeholders;
- Monitoring the use of data in formulating action plans to identify areas where additional data is needed.

Principal utilizes data by:

- Orchestrating frequent and timely team collaboration for data analysis;
- Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.

Principal utilizes data by:

- Occasionally supporting and/or orchestrating team collaboration for data analysis;
- Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.

Principal does not utilize data by:

- Rarely or never organizing efforts to analyze data;
- Rarely or never applying data analysis to develop action plans.

RISE Assistant Principal

Teacher Leadership - 1. Mission & Vision

Number of Competencies: 2

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.1. Competency
Contributes to the achievement of the mission & vision

Highly Effective

In addition to Level 3, the assistant principal:

- Catalyzes commitment to and vigorous pursuit of the school's vision & mission

Effective

The assistant principal:

- Working through complex issues in ways that energize stakeholder commitment
- Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives
- Translates the vision and mission into daily school practices

Improvement Necessary

The assistant principal:

- Contributes individual capabilities to achieve essential objectives
- Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent

Ineffective

The assistant principal:

- Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision
- Exhibits actions or behaviors that negatively affect stakeholder commitment

Teacher Leadership - 1. Mission & Vision

Number of Competencies: 2

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.2. Competency

Assists the principal in hiring, developing and retaining effective teachers

In addition to Level 3, the assistant principal:

- Provides the student management and/or instructional support necessary to develop and retain effective early career teachers

Effective

The assistant principal:

- Bases hiring recommendations primarily on the teacher's level of effectiveness
- Takes specific actions to facilitate the development and retention of effective staff members
- Aligns personnel recommendations with the vision and mission of the school

Improvement Necessary

The assistant principal:

- Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations
- Takes action steps that have a limited effective on the development and/or retention of effective teachers
- Occasionally aligns the school's vision/mission to hiring recommendations

Ineffective

The assistant principal:

- Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations
- Fails to take consistent steps to facilitate the development and/or retention of effective teachers
- Fails to align hiring recommendations to the mission and vision of the school

Leadership Actions - 1. Professional Leadership

Number of Competencies: 4

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

1.1. Competency

Effectively

communicates

Highly Effective

In addition to Level 3, the assistant principal

- Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals
- Maintains high visibility, accessibility, and establishes strong lines of communication

Effective

The assistant principal:

- Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns
- Uses appropriate communication methods and media
- Maintains appropriate visibility and accessibility to staff

Improvement
Necessary

The assistant principal:

- Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness
- Responds in an inconsistent manner to resolve expressed concerns

Ineffective

The assistant principal:

- Fails to keep appropriate audiences informed Uses methods of communication that ineffective or inappropriate for the circumstance/audience

Leadership Actions - 1. Professional Leadership

Number of Competencies: 4

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

1.2. Competency

Reflects on
practice and

continually learns Highly Effective

In addition to Level 3, the assistant principal

- Promotes a culture of self-reflection and continuous improvement
- Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement

Effective

The assistant principal:

- Expresses willingness to learn and openly acknowledges areas for growth
- Learns from personal experiences and the actions/insights of others
- Establishes priorities and achieves action plans focused on high-leverage leadership competencies

Improvement
Necessary

The assistant principal:

- Expresses willingness to learn from others, but is reluctant to admit own short-comings
- Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.

Ineffective

The assistant principal:

- Resists changes to personal or leadership behaviors
- Fails to consistently achieve professional growth goals as outlined in professional growth plan

Leadership Actions - 1. Professional Leadership

Number of Competencies: 4

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

1.3. Competency

Demonstrates
resiliency and
persistence

Highly Effective

In addition to Level 3, the assistant principal

- Engages staff and self in a continuous pursuit of professional growth and school improvement
- Anticipates problems and Confronts and solves problems that had yet to be successfully addressed

Effective

The assistant principal:

- Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals
- Identifies action steps and leverages available resources to confront difficult problems

Improvement
Necessary

The assistant principal:

- Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals

Ineffective

The assistant principal:

- Reacts with visible frustration to challenging problems or setbacks
- Easily loses focus on improving student achievement

Leadership Actions - 1. Professional Leadership

Number of Competencies: 4

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

1.4. Competency

Monitors time
and task
management

Highly Effective

In addition to Level 3, the assistant principal:

- Prioritizes being an instructional leader above all else
- Is a model of punctuality and timeliness in discharging his/her professional responsibilities

Effective

The assistant principal:

- Consistently allocates the time and resources necessary to achieve ambitious goals
- Spends time on high leverage activities
- Delegates applicable responsibilities to other staff and helps them achieve success in these activities

Improvement
Necessary

The assistant principal:

- Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions
- Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.

Ineffective

The assistant principal:

- Rarely protects time for instructional leadership priorities
- Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Optional - 1. Professional Development

Number of Competencies: 4

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

1.1. Competency

Oversees
school-wide
professional
development

Highly Effective

In addition to Level 3, the assistant principal:

- Leverages teacher leaders to provide differentiated professional development opportunities based on individual need
- Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement

Effective

The assistant principal:

- Uses student performance data and teacher evaluation results to develop a systemic plan for professional development
- Assists the principal in providing teachers and administrative team members differentiated professional development opportunities
- Monitors the impact of professional development on student learning and teacher effectiveness

Improvement
Necessary

The assistant principal:

- Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results
- Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness

Ineffective

The assistant principal:

- Fails to provide regular professional development opportunities aligned to the staff's learning needs

Optional - 1. Professional Development

Number of Competencies: 4

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

1.2. Competency
Builds productive
professional
learning
communities

Highly Effective

In addition to Level 3, the assistant principal:

- Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement

Effective

The assistant principal:

- Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations
- Assists teams in establishing priorities and developing ambitious and measurable goals
- Provides each team with the resources/support necessary for them to achieve their goals

Improvement
Necessary

The assistant principal:

- Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations
- Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability
- Provides inconsistent support to teams

Ineffective

The assistant principal:

- Places little emphasis on team composition
- Fails to hold teams accountable for establishing clear goals
- Provides little or no support to teams

Optional - 1. Professional Development

Number of Competencies: 4

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

1.3. Competency

Addresses teachers rated ineffective or improvement necessary

Highly Effective

In addition to Level 3, the assistant principal

- Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan

The assistant principal:

- Assists the principal with the development of a remediation plan for teachers that
- Focuses on highest leverage teacher actions
- Includes measurable goals and action steps
- Contains a timeline and system to monitor implementation
- Outlines consequences for failure to improve performance
- Provides tools and the assistance/coaching necessary to improve performance
- Where appropriate, recommends termination of underperforming teachers using performance-based evidence

Effective

The assistant principal:

- Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance
- Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions

Improvement Necessary

The assistant principal:

- Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy, or

Ineffective

Optional - 1. Professional Development

Number of Competencies: 4

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

1.4. Competency

Assists the principal with talent & leadership development

Highly Effective

In addition to Level 3, the assistant principal:

- Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance

Effective

The assistant principal:

- Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers
- Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles
- Provides meaningful support to emerging leaders in new teacher leadership roles

Improvement Necessary

The assistant principal:

- Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success

Ineffective

The assistant principal:

- Bases talent management decisions on personal preference rather than available data or demonstrated ability
- Fails to provide meaningful support to emerging leaders

Teacher Leadership - 2. Human Capital Management

Number of

Competencies: 4

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.1. Competency

Observes
professional
practice

Highly Effective

In addition to Level 3, the assistant principal:

- Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented
- Differentiates the number of observations based on observed levels of teacher effectiveness

Effective

The assistant principal:

- Examines prior performance and student achievement data to inform observations and walkthroughs
- Accurately categorizes observed instructional practice
- Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal

Improvement
Necessary

The assistant principal:

- Frequently categorizes instructional practice inaccurately
- Conducts the minimum number of required observations, despite observed deficiencies in professional practice
- Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal

Ineffective

The assistant principal:

- Fails to conduct an adequate number of observations
- Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers

Teacher Leadership - 2. Human Capital Management

Number of

Competencies: 4

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.2. Competency

Provides actionable feedback

Highly Effective

In addition to Level 3, the assistant principal:

- Models desired actions or schedules opportunities for the teacher to learn from other teachers
- Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.

Effective

The assistant principal:

- Develops bite-sized action plans focused on the highest leverage teacher actions
- Provides a clear directions for how to do the most important tasks well
- Frequently follows up to ensure feedback is implemented with fidelity

Improvement Necessary

The assistant principal:

- Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions
- Leaves implementation of feedback to chance by failing to consistently follow-up

Ineffective

The assistant principal:

- Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether
- Fails to develop action plans with teachers

Teacher Leadership - 2. Human Capital Management

Number of

Competencies: 4

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.3. Competency
Monitors student
performance

Highly Effective

In addition to Level 3, the assistant principal:

- Develop teachers' collective ability to positively impact student learning
- Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs

Effective

The assistant principal:

- Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps
- Collaboratively develops concrete action steps aligned with student and teacher needs
- Frequently follows up to ensure action plans are implemented with fidelity

Improvement
Necessary

The assistant principal:

- Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers
- Allows teachers to establish action steps that lack clarity or alignment to performance data
- Fails to frequently follow up to ensure proper implementation

Ineffective

The assistant principal:

- Primarily analyzes data only after statewide achievement tests are complete
- Fails to identify action steps that are aligned with interim or classroom assessment data

Teacher Leadership - 2. Human Capital Management

Number of

Competencies: 4

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.4. Competency
Demonstrates
commitment to
improve teacher
performance

Highly Effective

In addition to Level 3, the assistant principal

- Identifies and facilitates opportunities for teachers to share best practices
- Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement

Effective

The assistant principal:

- Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors
- Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies

Improvement
Necessary

The assistant principal:

- Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors
- Provides individual assistant/coaching that is infrequent

Ineffective

The assistant principal:

- Disregards the need for individualized assistance/coaching
- Provides limited opportunities for teachers to engage in professional learning

Leadership Actions - 2. School Leadership

Number of Competencies: 4

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

2.1. Competency

Maintains a culture of excellence

Highly Effective

In addition to Level 3, the assistant principal:

- Instills the daily habits necessary to create a culture of excellence
- Is unwavering in maintaining high expectations for everyone

Effective

The assistant principal:

- Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning
- Provides students and staff the support, time, and structures necessary to be successful
- Celebrates the accomplishments of others and proactively resolves performance issues

Improvement Necessary

The assistant principal:

- Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture
- Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected

Ineffective

The assistant principal:

- Fails to take the initiative to identify and recognize the accomplishments of others
- Consistently ignores staff or student performance

Leadership Actions - 2. School Leadership

Number of Competencies: 4

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

2.2. Competency Enhances teacher collaboration

Highly Effective

In addition to Level 3, the assistant principal:

- Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement

Effective

The assistant principal:

- Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school
- Holds collaborating teams accountable for achieving desired results

Improvement
Necessary

The assistant principal:

- Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards

Ineffective

The assistant principal:

- Fails to provide teacher teams the support and/or resources necessary for to achieve desired results
- Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving

2.3. Competency Supports a universal code of conduct

Highly Effective

In addition to Level 3, the assistant principal:

- Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors

Effective

The assistant principal:

- Coaches a culture of excellence through repeated practice and modeling of desired behaviors
- Consistently and fairly applies positive and negative consequences for behavior
- Promotes a predictable, safe learning environment through consistency of actions

Improvement
Necessary

The assistant principal:

- Supports the maintenance of routines, procedures, and policies; but is primarily reactive
- Fails to consistently apply either positive and/or negative consequences for behavior

Ineffective

The assistant principal:

- Sends inconsistent messages about school policy
- Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

Leadership Actions - 2. School Leadership

Number of Competencies: 4

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

2.4. Competency

Engage families and the community in student learning

Highly Effective

In addition to Level 3, the assistant principal:

- Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education

Effective

The assistant principal:

- Fosters partnerships with families, community agencies and/or the corporate sector
- Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs
- Assists the principal in securing cooperation from family and community members to support school improvement initiatives

Improvement Necessary

The assistant principal:

- Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning
- Inconsistently engages established parents

Ineffective

The assistant principal:

- Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

Optional - 2. Curriculum & Instructional Leadership

Number of

Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

2.1. Competency
Oversees aligned
curricula,
instruction and
assessments

Highly Effective

In addition to Level 3, the assistant principal:

- Uses common interim assessments to define the rigor of the academic program
- Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning

Effective

The assistant principal:

- Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas
- Facilitates inter grade level meetings to ensure vertical articulation of the curriculum
- Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions

Improvement
Necessary

The assistant principal:

- Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects
- Utilizes some available interim assessments, but fails to implement interim assessments in all courses
- Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process

Ineffective

The assistant principal:

- Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments
- Resists revisions to the curriculum even when supported by student learning outcomes

Optional - 2. Curriculum & Instructional Leadership

Number of

Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

2.2. Competency
Supports the development and implementation of rigorous student learning objectives

Highly Effective

In addition to Level 3, the assistant principal:

- Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs

Effective

The assistant principal:

- Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards
- Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary

Improvement Necessary

The assistant principal:

- Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity.
- Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies

Ineffective

The assistant principal:

1. Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards

Optional - 2. Curriculum & Instructional Leadership

Number of

Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

2.3. Competency

Uses data to drive instruction

Highly Effective

In addition to Level 3, the assistant principal:

- Develops teacher leaders' capacity to drive data-driven instruction and decision-making
- Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement

Effective

The assistant principal:

- Ensures the availability of clear and intuitive data reports for teacher analysis
- Orchestrates frequent and timely teacher team collaboration for data analysis
- Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements

Improvement Necessary

The assistant principal:

- Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process

Ineffective

The assistant principal:

- Limits analysis of data to year-end autopsies
- Inadequately supports staff's use of data to guide instruction

Optional - 2. Curriculum & Instructional Leadership

Number of

Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

2.4. Competency

Implements appropriate academic interventions

Highly Effective

In addition to Level 3, the assistant principal:

- Implements interventions that have a proven ability to increase student performance
- Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance

Effective

The assistant principal:

- Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals
- Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress
- Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals

Improvement Necessary

The assistant principal:

- Ensures school-level and classroom-level programs are in place to help most students meet their academic goals
- Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress
- Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress

Ineffective

The assistant principal:

- Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress
- Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program

Optional - 2. Curriculum & Instructional Leadership

Number of

Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

2.5. Competency
Implements and
monitors
instructional
technology

Highly Effective

In addition to Level 3, the assistant principal:

- Successfully promotes the use of instructional technology that drives greater levels of student achievement

Effective

The assistant principal:

- Identifies and implements the most effective instructional technology
- Develops teachers' ability to utilize instructional technologies to support student learning
- Regularly monitors and reports the impact of instructional technology on student learning

Improvement
Necessary

The assistant principal:

- Develops most, but not all, teachers' abilities to implement available instructional technology
- Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning

Ineffective

The assistant principal:

- Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Teacher Leadership - 3. Talent Review

Number of Competencies: 1

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

3.1. Competency

Assists the principal with the evaluation of teachers

Highly Effective

In addition to Level 3, the assistant principal:

- Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning

Effective

The assistant principal:

- Ensures all evaluation processes and expectations are transparent and clear
- Allocates necessary time and resources to complete thorough, accurate and defensible evaluations
- Demonstrates the ability to identify individual teacher strengths and weaknesses
- Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers

Improvement Necessary

The assistant principal:

- Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated
- Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness

Ineffective

The assistant principal:

- Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation
- Incorporates limited student data and evidence of teacher practice in evaluation ratings

Optional - 3. Student Culture, Management, and Support Services

Number of Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

3.1.

Competency
Implements
effective school
policies

Highly Effective

In addition to Level 3, the assistant principal:

- Institutes operational procedures designed and managed to maximize opportunities for successful student learning

The assistant principal:

- Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner
- Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem
- Develops all stakeholders' understanding of school policies and their consequences

Effective

Improvement
Necessary

The assistant principal:

- Establishes and implements school policies, processes, and routines, but enforcement is inconsistent
- Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance
- Develops student and staff understanding of school policies and their consequences

Ineffective

The assistant principal:

- Inadequately develops stakeholders understanding of school policies and/or consequences
- Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school
- Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner

Optional - 3. Student Culture, Management, and Support Services

Number of Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

3.2.

Competency

Monitors

school culture

Highly Effective

In addition to Level 3, the assistant principal:

- Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices

Effective

The assistant principal:

- Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions
- Uses the data to engage stakeholders in a process of continuous improvement

Improvement
Necessary

The assistant principal:

- Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement

Ineffective

The assistant principal:

- Rarely uses data to evaluate effectiveness of interventions

Optional - 3. Student Culture, Management, and Support Services

Number of Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

3.3.

Competency

Enhances a

positive school Highly Effective
culture

In addition to Level 3, the assistant principal:

- Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy
- Demonstrates the ability to positively impact student achievement and culture

The assistant principal:

- Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times
- Challenges low expectations and holds all persons accountable for observing agreed upon procedures
- Assists teachers with the implementation of effective classroom management plans

Effective

The assistant principal:

- Consistently applies positive and negative consequences for behavior
- Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior

Improvement
Necessary

The assistant principal:

- Inconsistently implements the student code of conduct,
- Allows irresponsible student behavior

Ineffective

Optional - 3. Student Culture, Management, and Support Services

Number of Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

3.4.

Competency
Provides
effective
supervision

Highly Effective

In addition to Level 3, the assistant principal:

- Volunteers to assist at school events and or functions to which he/she is not directly assigned

Effective

The assistant principal:

- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students
- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents

Improvement
Necessary

The assistant principal:

- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students
- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents

Ineffective

The assistant principal:

- Rarely engages with students, parents, and or community members
- Fails to maintain high visibility at supervisory functions

Optional - 3. Student Culture, Management, and Support Services

Number of Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

3.5.

Competency
Supports student
services

Highly Effective

In addition to Level 3, the assistant principal:

- Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services

Effective

The assistant principal:

- Ensures all students have access to educational opportunities/services that meet their learning needs
- Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met
- Collaborates with service agencies in the community to support student needs that require interventions or additional supports

Improvement
Necessary

The assistant principal:

- Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner
- Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met
- Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports

Ineffective

The assistant principal:

- Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc)
- Fails to ensure the social, emotional, academic, and behavioral needs of each student are met
- Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

RISE Teacher 2.0

1. Purposeful Planning

Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.1. Competency
Utilize Assessment
Data to Plan

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding

Effective

Teacher uses prior assessment data to formulate:

- Achievement goals, unit plans, AND lesson plans

Improvement
Necessary

Teacher uses prior assessment data to formulate:

- Achievement goals, unit plans, OR lesson plans, but not all of the above

Ineffective

Teacher rarely or never uses prior assessment data when planning.

1.2. Competency
Set Ambitious and
Measurable
Achievement Goals

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Plans an ambitious annual student achievement goal

Teacher develops an annual student achievement goal that is:

- Measurable;
- Aligned to content standards; AND
- Includes benchmarks to help monitor learning and inform interventions throughout the year

Effective

Teacher develops an annual student achievement goal that is:

- *Measurable*

The goal may *not*:

- Align to content standards; OR
- Include benchmarks to help monitor learning and inform interventions throughout the year

Improvement
Necessary

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

Ineffective

1. Purposeful Planning

Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.3. Competency
Develop
Standards-Based
Unit Plans and
Assessments

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)
- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit

Based on achievement goals, teacher plans units by:

- Identifying content standards that students will master in each unit
- Creating assessments before each unit begins for backwards planning
- Allocating an instructionally appropriate amount of time for each unit

Effective

Based on achievement goals, teacher plans units by:

- Identifying content standards that students will master in each unit

Improvement
Necessary

Teacher may not:

- Create assessments before each unit begins for backwards planning
- Allocate an instructionally appropriate amount of time for each unit

Ineffective

Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1. Purposeful Planning

Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.4. Competency
Create
Objective-Driven
Lesson Plans and
Assessments

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction
- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction

Based on unit plan, teacher plans daily lessons by:

- Identifying lesson objectives that are aligned to state content standards.
- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives
- Designing formative assessments that measure progress towards mastery and inform instruction

Effective

Based on unit plan, teacher plans daily lessons by:

- Identifying lesson objectives that are aligned to state content standards
- Matching instructional strategies and activities/assignments to the lesson objectives.

Improvement
Necessary

Teacher may not:

- Design assignments that are meaningful or relevant
- Plan formative assessments to measure progress towards mastery or inform instruction.

Ineffective

Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

1. Purposeful Planning

Number of Competencies: 5

Domain Description: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

1.5. Competency
Track Student Data
and Analyze
Progress

| | |
|-----------------------|--|
| Highly Effective | <p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">• Uses daily checks for understanding for additional data points• Updates tracking system daily• Uses data analysis of student progress to drive lesson planning for the following day <p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none">• Recording student assessment/ progress data• Analyzing student progress towards mastery and planning future lessons/units accordingly• Maintaining a grading system aligned to student learning goals |
| Effective | <p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none">• Recording student assessment/ progress data• Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none">• Use data to analyze student progress towards mastery or to plan future lessons/units• Have grading system that appropriately aligns with student learning goals |
| Improvement Necessary | <p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p> |
| Ineffective | |

2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.1. Competency
Develop student
understanding and
mastery of lesson
objectives

Highly Effective

Teacher is highly effective at developing student understanding and mastery of lesson objectives
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

- Students can explain what they are learning and why it is important, beyond repeating the stated objective
- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection

Effective

Teacher is effective at developing student understanding and mastery of lesson objectives

- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson
- Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms
- Importance of the objective is explained so that students understand why they are learning what they are learning
- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
- Lesson is well-organized to move students towards mastery of the objective

Improvement
Necessary

Teacher needs improvement at developing student understanding and mastery of lesson objectives

- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable
- Objective is stated, but not in a student-friendly manner that leads to understanding
- Teacher attempts explanation of importance of objective, but students fail to understand
- Lesson generally does not build on prior knowledge of students or students fail to make this connection
- Organization of the lesson may not always be connected to mastery of the objective

Ineffective

Teacher is ineffective at developing student understanding and mastery of lesson objectives

- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.
- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.
- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.
- There may be no effort to connect objective to prior knowledge of students
- Lesson is disorganized and does not lead to mastery of objective.

1. Competency Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.2. Competency
Demonstrate and
Clearly
Communicate
Content
Knowledge to
Students

| | |
|-----------------------|---|
| Highly Effective | <p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none">• Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding• Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest• Explanations spark student excitement and interest in the content• Students participate in each others' learning of content through collaboration during the lesson• Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level |
| Effective | <p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none">• Teacher demonstrates content knowledge and delivers content that is factually correct• Content is clear, concise and well-organized• Teacher restates and rephrases instruction in multiple ways to increase understanding• Teacher emphasizes key points or main ideas in content• Teacher uses developmentally appropriate language and explanations• Teacher implements relevant instructional strategies learned via professional development |
| Improvement Necessary | <p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none">• Teacher delivers content that is factually correct• Content occasionally lacks clarity and is not as well organized as it could be• Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding• Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways• Explanations sometimes lack developmentally appropriate language• Teacher does not always implement new and improved instructional strategies learned via professional development |
| Ineffective | <p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none">• Teacher may deliver content that is factually incorrect• Explanations may be unclear or incoherent and fail to build student understanding of key concepts• Teacher continues with planned instruction, even when it is obvious that students are not understanding content• Teacher does not emphasize main ideas, and students are often confused about content• Teacher fails to use developmentally appropriate language• Teacher does not implement new and improved instructional strategies learned via professional development |

2. Competency Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.3. Competency
Engage students in
academic content

| | |
|-----------------------|--|
| Highly Effective | <p>Teacher is highly effective at engaging students in academic content <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none">• Teacher provides ways to engage with content that significantly promotes student mastery of the objective• Teacher provides differentiated ways of engaging with content specific to individual student needs• The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do• Teacher effectively integrates technology as a tool to engage students in academic content |
| Effective | <p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none">• 3/4 or more of students are actively engaged in content at all times and not off-task• Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective• Ways of engaging with content reflect different learning modalities or intelligences• Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged• ELL and IEP students have the appropriate accommodations to be engaged in content• Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) |
| Improvement Necessary | <p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none">• Fewer than 3/4 of students are engaged in content and many are off-task• Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content• Teacher may miss opportunities to provide ways of differentiating content for student engagement• Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective• ELL and IEP students are sometimes given appropriate accommodations to be engaged in content• Students may appear to actively listen, but when it comes time for participation are disinterested in engaging |
| Ineffective | <p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none">• Fewer than 1/2 of students are engaged in content and many are off-task• Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content• Teacher does not differentiate instruction to target different learning modalities• Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students• ELL and IEP students are not provided with the necessary accommodations to engage in content• Students do not actively listen and are overtly disinterested in engaging. |

2. Effective Instruction Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

3. Competency Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

2.4. Competency Check for Understanding

| | |
|--------------------------|--|
| Highly Effective | <p>Teacher is highly effective at checking for understanding <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) • Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking |
| Effective | <p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> • Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) • Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding • Teacher uses wait time effectively both after posing a question and before helping students think through a response • Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students • Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) |
| Improvement Necessary | <p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> • Teacher sometimes checks for understanding of content, but misses several key moments • Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding • Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content • Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students • Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. |
| Ineffective | <p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> • Teacher rarely or never checks for understanding of content, or misses nearly all key moments • Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding • Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. • Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students • Teacher rarely or never assesses for mastery at the end of the lesson |

2. Effective Instruction Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

4. Competency Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

- Checks for Understanding: thumbs up/down, cold-calling
- Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

2.5. Competency Modify Instruction As Needed

Teacher is highly effective at modifying instruction as needed
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

Highly Effective

- Teacher anticipates student misunderstandings and preemptively addresses them
- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement

Teacher is effective at modifying instruction as needed

Effective

- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students
- Teacher responds to misunderstandings with effective scaffolding techniques

- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful

Improvement Necessary

Teacher needs improvement at modifying instruction as needed

- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students
- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective
- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding

Ineffective

Teacher is ineffective at modifying instruction as needed

- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students
- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques
- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

5. Competency Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.6. Competency
Develop Higher
Level of
Understanding
through Rigorous
Instruction and
Work

Highly Effective

Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

- Lesson is accessible and challenging to all students
- Students are able to answer higher-level questions with meaningful responses
- Students pose higher-level questions to the teacher and to each other
- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great
- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)

Teacher is effective at developing a higher level of understanding through rigorous instruction and work

Effective

- Lesson is accessible and challenging to almost all students
- Teacher frequently develops higher-level understanding through effective questioning
- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding
- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning
- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks

Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work

Improvement
Necessary

- Lesson is not always accessible or challenging for students
- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)
- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding
- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate
- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying

Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work

Ineffective

- Lesson is not aligned with developmental level of students (may be too challenging or too easy)
- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.
- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.
- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.
- Teacher gives up on students easily and does not encourage them to persist through difficult tasks

2. Effective Instruction Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

6. Competency Notes:

1. Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking students to explain their reasoning
 - Asking students to explain why they are learning something or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context
 - Posing a question that increases the rigor of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency.
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.7. Competency
Maximize
Instructional Time

| | |
|-----------------------|---|
| Highly Effective | <p>Teacher is highly effective at maximizing instructional time <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none">• Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher• Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)• Students share responsibility for operations and routines and work well together to accomplish these tasks• All students are on-task and follow instructions of teacher without much prompting• Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson |
| Effective | <p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none">• Students arrive on-time and are aware of the consequences of arriving late (unexcused)• Class starts on-time• Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher• Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)• Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective• Almost all students are on-task and follow instructions of teacher without much prompting• Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. |
| Improvement Necessary | <p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none">• Some students consistently arrive late (unexcused) for class without consequences• Class may consistently start a few minutes late• Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed• There is more than a brief period of time when students are left without meaningful work to keep them engaged• Teacher may delegate lesson time inappropriately between parts of the lesson• Significant prompting from the teacher is necessary for students to follow instructions and remain on-task• Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem |
| Ineffective | <p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none">• Students may frequently arrive late (unexcused) for class without consequences• Teacher may frequently start class late.• There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times• There are significant periods of time in which students are not engaged in meaningful work• Teacher wastes significant time between parts of the lesson due to classroom management.• Even with significant prompting, students frequently do not follow directions and are off-task• Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson |

2. Effective Instruction Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

7. Competency Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

2.8. Competency
Create Classroom
Culture of Respect
and Collaboration

Highly Effective

Teacher is highly effective at creating a classroom culture of respect and collaboration
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance
- Students reinforce positive character and behavior and discourage negative behavior amongst themselves

Effective

Teacher is effective at creating a classroom culture of respect and collaboration

- Students are respectful of their teacher and peers
- Students are given opportunities to collaborate and support each other in the learning process
- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior
- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions

Improvement
Necessary

Teacher needs improvement at creating a classroom culture of respect and collaboration

- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms
- Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together
- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both
- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others

Ineffective

Teacher is ineffective at creating a classroom culture of respect and collaboration

- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior
- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention
- Teacher rarely or never praises positive behavior
- Teacher rarely or never addresses negative behavior

8. Competency Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

2.9. Competency
Set High
Expectations for
Academic Success

Highly Effective

Teacher is highly effective at setting high expectations for academic success.

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

- Students participate in forming academic goals for themselves and analyzing their progress
- Students demonstrate high academic expectations for themselves
- Student comments and actions demonstrate that they are excited about their work and understand why it is important

Effective

Teacher is effective at setting high expectations for academic success.

- Teacher sets high expectations for students of all levels
- Students are invested in their work and value academic success as evidenced by their effort and quality of their work.
- The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)
- Teacher celebrates and praises academic work.
- High quality work of all students is displayed in the classroom

Improvement
Necessary

Teacher needs improvement at setting high expectations for academic success.

- Teacher may set high expectations for some, but not others
- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging
- Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)
- Teacher may praise the academic work of some, but not others
- High quality work of a few, but not all students, may be displayed in the classroom

Ineffective

Teacher is ineffective at setting high expectations for student success.

- Teacher rarely or never sets high expectations for students
- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments
- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers
- Teacher rarely or never praises academic work or good behavior
- High quality work is rarely or never displayed in the classroom

9. Competency Notes:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

3. Teacher Leadership

Number of Competencies: 5

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.1.

Competency

Contribute to
School Culture

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:

- Seek out leadership roles
- Go above and beyond in dedicating time for students and peers outside of class

Teacher will:

- Contribute ideas and expertise to further the schools' mission and initiatives
- Dedicate time efficiently, when needed, to helping students and peers outside of class

Teacher will:

- Contribute occasional ideas and expertise to further the school's mission and initiatives

Teacher may not:

- Frequently dedicates time to help students and peers efficiently outside of class

Effective

Improvement
Necessary

Ineffective

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.

3.2.

Competency

Collaborate with
Peers

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:

- Go above and beyond in seeking out opportunities to collaborate
- Coach peers through difficult situations
- Take on leadership roles within collaborative groups such as Professional Learning Communities

Teacher will:

- Seek out and participate in regular opportunities to work with and learn from others
- Ask for assistance, when needed, and provide assistance to others in need

Teacher will:

- Participate in occasional opportunities to work with and learn from others
- Ask for assistance when needed

Teacher may not:

- Seek to provide other teachers with assistance when needed OR
- Regularly seek out opportunities to work with others

Effective

Improvement
Necessary

Ineffective

Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.

3. Teacher Leadership

Number of Competencies: 5

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.3.
Competency
Seek
Professional
Skills and
Knowledge

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:

- Regularly share newly learned knowledge and practices with others
- Seek out opportunities to lead professional development sessions

Teacher will:

- Actively pursue opportunities to improve knowledge and practice
- Seek out ways to implement new practices into instruction, where applicable
- Welcome constructive feedback to improve practices

Effective

Teacher will:

- Attend all mandatory professional development opportunities

Teacher may not:

- Actively pursue optional professional development opportunities
- Seek out ways to implement new practices into instruction
- Accept constructive feedback well

Improvement
Necessary

Ineffective

Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4.
Competency
Advocate for
Student Success

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:

- Display commitment to the education of all the students in the school
- Make changes and take risks to ensure student success

Teacher will:

- Display commitment to the education of all his/her students
- Attempt to remedy obstacles around student achievement
- Advocate for students' individualized needs

Effective

Teacher will:

- Display commitment to the education of all his/her students

Teacher may not:

- Advocate for students' needs

Improvement
Necessary

Ineffective

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

3. Teacher Leadership

Number of Competencies: 5

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.5.

Competency

Engage Families

in Student

Learning

Highly Effective

Effective

Improvement

Necessary

Ineffective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Strives to form relationships in which parents are given ample opportunity to participate in student learning
- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events

Teacher will:

- Proactively reach out to parents in a variety of ways to engage them in student learning
- Respond promptly to contact from parents
- Engage in all forms of parent outreach required by the school

Teacher will:

- Respond to contact from parents
- Engage in all forms of parent outreach required by the school

Teacher may not:

- Proactively reach out to parents to engage them in student learning

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

4. Core Professionalism

Number of Competencies: 4

Domain Description: These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

| | | |
|--|------------------------|---|
| 4.1. Competency Attendance | Meets Standard | Individual has not demonstrated a pattern of unexcused absences * |
| | Does Not Meet Standard | Individual demonstrates a pattern of unexcused absences * |
| 1. Competency Notes: * It should be left to the discretion of the corporation to define "unexcused absence" in this context | | |
| 4.2. Competency On-Time Arrival | Meets Standard | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| | Does Not Meet Standard | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| 4.3. Competency Policies and Procedures | Meets Standard | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |
| | Does Not Meet Standard | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |
| 4.4. Competency Respect | Meets Standard | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner |
| | Does Not Meet Standard | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner |



June 23, 2015

To whom it may concern,

I am pleased to write this letter in support of Francis Scott Key Elementary's application for the School Improvement Grant. The Community Alliance of the Far Eastside, or CAFE, aims to enhance the quality of life on the Far Eastside of Indianapolis by engaging adults, youth, and seniors in a community network that strives to keep families strong, empowered, and connected.

We have been a key partner to Francis Scott Key for several years, working closely with the school to help parents and families access a variety of support services that increase their children's chances of succeeding in school. In particular, we have connected families at the school to our seven-week youth summer camp and our Center for Working Families, which helps families transition to financial stabilization and sustainability.

As part of this grant, the connection between Francis Scott Key and CAFE could be strengthened to help all families at the school take advantage of all CAFE services, including our teen program, parent support groups, our senior adult program, and our community development/home rehabilitation efforts. This support would allow us to, for example, establish a point person at the school and CAFE and a formal process for referring families to our services, as well as creating a direct referral pipeline from the school to the Center for Working Families to help ensure that families in financial crisis can be referred quickly.

We are committed to supporting this application to help transform this school, and by extension our community. School 103 will form a pillar of the recently-formed Far Eastside Success Initiative proposed by Indianapolis Public Schools Superintendent Lewis Ferebee, a plan to provide a comprehensive pipeline of education and social services from birth to college. This grant demonstrates Francis Scott Key's strong commitment to providing comprehensive services for its families that will ultimately help students have greater academic success, and we are proud to support that commitment.

Sincerely,

CAFE Executive Director

United Way of Central Indiana

3901 N. Meridian Street
P.O. Box 88409
Indianapolis, IN 46208-0409
tel 317-923-1466

uwci.org



June 23, 2015

Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

To Whom It May Concern:

The purpose of this letter is to express my support for an application for a School Improvement Grant, U.S. Department of Education from Francis Scott Key Elementary School, Indianapolis Public Schools. The United Way of Central Indiana (UWCI) has been and continues to be a close community partner with Francis Scott Key for the past several years. Over the past year in particular, I have seen a tremendous commitment on behalf of the school, district leadership, and community partners to come together to transform the school into a community hub for high-quality educational services and a source of intensive outreach and strong support for families and the community.

From March to June 2015, UWCI, Francis Scott Key, the Indianapolis Public Schools (IPS), and the George and Veronica Phalen Leadership Academies have collaborated closely to evaluate the community partners operating at the school. With UWCI leading the effort, the group met weekly to evaluate the capacity of each current partner to contribute to measurable social and academic growth for each child and to identify additional local organizations that have the potential to help transform School 103 into a true community school. Francis Scott Key Elementary now has a uniquely strong foundation from which to select effective community partners that will help create a safe, engaging learning environment and rapidly raise student academic achievement.

The planned approach to transformation of School 103 under this School Improvement Grant (SIG) application is aligned with UWCI's goals to promote quality educational opportunities for students and families. A SIG grant would allow the school to build a high-quality educational program supported by the resources and expertise of both IPS and the Phalen Leadership Academies. It would also allow UWCI to continue to provide advice on creating a thriving community school that provides effective family services in alignment with all UWCI's priorities: Education, Income, Health, and Basic Needs. In addition, grant funds would have a tremendous positive impact on families living in the Far Eastside of Indianapolis, who are among our City's most impoverished. UWCI, Francis Scott Key and several other partner organizations are part of the newly-developed Far Eastside Success Initiative that is supporting student and family achievement in this area of Indianapolis.

2015 SPIRIT UNITED AWARD WINNERS



I am grateful that you are considering this application. I strongly believe that a SIG would contribute significantly to the transformation of Francis Scott Key and, in turn, facilitate academic achievement and family engagement in the community.

Sincerely,

A handwritten signature in black ink that reads "Christie L. Gillespie". The signature is written in a cursive style with a large, prominent initial "C".

Christie Gillespie, Vice President
Community Impact



December 15, 2014

Dr. Lewis Ferebee, Superintendent
Indianapolis Public Schools #5385
120 E Walnut St 702-A
Indianapolis, IN 46204-1389

RE: Waiver for Excess Carryover

Dear Dr. Lewis Ferebee,

Upon receipt of your December 12, 2014 letter, the SEA has reviewed and verified your district's request to carryover *excess* funds in the actual amount of *one hundred fifteen thousand, four hundred eighty-two dollars and twenty-five cents (\$115,482.25)*. *The district's request to carryover funds in excess of 15% from 2013-2014 funds to the 2014-2015 Title I program is hereby approved.*

As a result of this action to exceed the percentage limitation for carryover, the district will not be eligible again for such a request until the 2017-2018 program year. Please note that any carryover exceeding the 15% limitation during this three-year period must be returned to the SEA.

In accordance with the law (section 1127), the district must demonstrate that 2013-2014 Title I carryover and waived funds will be expended in appropriate Title I areas. An amendment to the district's *2014-2015 Title I Application for Grant* must be submitted reflecting such changes.

We suggest that a copy of the district's letter of request and this letter of approval be appropriately filed with the *2014-2015 Title I Application for Grant* and a copy retained in the Title I Treasurer's files for purposes of audits and other reviews. Meanwhile if you have further questions regarding this guidance, please contact Hazel Beasley at 317.232-0597 or Krissi Carr at 317.232.0594.

Sincerely,

Jeffery Coyne, Director
Of Federal Relations and Grants

cc: Title I Program Administrator



Treasurer



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction



Federal and Special Programs
120 East Walnut Street
Indianapolis, IN 46204

December 12, 2014

Krissy Carr
Indiana Department of Education
South Tower, Suite 600
115 W. Washington Street
Indianapolis, IN 46204-3420

Dear Ms. Carr,

I am writing on behalf of Indianapolis Public School (IPS) to request a waiver for the excess carryover in the amount of \$115,482.25. The excess carryover was originally designated for the additional preschool classrooms for the 2013-2014 school year.

We have excess carryover funds because the staff salaries and benefits for the 2013-2014 preschool classrooms were less than originally budgeted. If the waiver request is granted, we will use the funds to support the expansion of racial equity training and additional relevant trainings that will elevate the quality of instruction within the IPS School District. In the future, Indianapolis Public Schools will closely monitor expenditures and complete necessary amendments to ensure that we stay within the carryover guidelines of 15 percent.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Bridgette Y. Robinson". The signature is written in a cursive style.

Bridgette Y. Robinson
Indianapolis Public Schools
Director of Federal and Special Programs

cc: Dr. Wanda Legrand, Deputy Superintendent