M E M O R A N D U M

TO: State Board of Education

FROM: Indiana Department of Education

DATE: November 13, 2014

SUBJECT: Intervention Recommendations for Lincoln and Dunbar

Indiana State Requirements for Schools

IC 20-31-9-2; IC 20-31-9.5 Indiana Code provides for several options for the State Board of Education (SBOE) to consider when selecting an intervention for a school in the lowest performance category for six consecutive years. After working closely to support and monitor our most struggling schools, the Indiana Department of Education (IDOE) makes the following recommendations for Lincoln Elementary and Dunbar Pulaski Middle School.

Lincoln School

IC 20-31-9-4 Option D: Other options for school improvement expressed at the public hearing, including closing the school.

Lincoln School (K-8) is one of five schools included in the Evansville-Vanderburgh School Corporation (EVSC) Transformation Zone. EVSC initiated a partnership with Mass Insight in 2011 to assist the district with analyzing the internal systems to support school improvement. As part of this work, Mass Insight assisted EVSC in creating an internal lead partner model to provide a high level of support to the most struggling schools in their district. By working alongside EVSC staff, Mass Insight has been able to assist the district staff in creating systemic improvements, while also providing intentional support to their schools needing a higher level of intervention and more freedom to meet identified needs. The Transformation Zone began its work in the 2013-14 school year and has begun to see some early indicators of improvement in the five identified schools. Lincoln School, like Glenwood Leadership Academy, currently under State Board of Education intervention, is a member of the Transformation Zone internal

lead partner model. Lincoln has three key goal areas currently being implemented and closely monitored as non-negotiable by the Transformational Zone Director:

1. Leadership Development
2. Teacher Evaluation: a continuous feedback cycle
3. Culture and Climate

The IDOE would recommend the SBOE adopt EVSC's plan presented at the hearing and Lincoln School be allowed to continue its work as a member of the Transformation Zone in the EVSC district. Further, the IDOE would recommend that Lincoln be monitored at least once each month for improvement by SBOE/IDOE staff members with monthly reporting requirements from the EVSC Transformation Zone Director updating the SBOE on School Improvement Goals and benchmarks of improvement. If Lincoln School does not show a pattern of progress, the intervention could be modified or expanded; however, since this is the second year of the internal lead partner model, the IDOE recognizes more time is needed to give the EVSC model an opportunity to develop and strengthen its turnaround model.

Dunbar-Pulaski Academic and Career Middle School Intervention Recommendations:

IC 20-31-9-4 Option D: Other options for school improvement expressed at the public hearing, including closing the school.

IC 20-31-9-4 Option E: Revising the school's plan in any of the following areas:
      (i) Changes in school procedures or operations.
      (ii) Professional development.
      (iii) Intervention for individual teachers or administrators.

Dunbar-Pulaski Academic and Career Middle School (Dunbar) is a grade 7-8 building in the Gary Community School Corporation (GCSC). In August 2014, a SBOE hearing was conducted to review options for Dunbar. According to **IC 20-31-9-2; IC 20-31-9.5**, the IDOE and GCSC are implementing two of the options presented to the SBOE for a proposed intervention: 1. A special management team, Scholastic, has already been identified by the GCSC district and is working with the school system on identified district school improvement needs. 2. The IDOE has already worked with the school district and the identified school, Dunbar, to revise the School Improvement and Student Achievement Plans through the use of AdvancED Diagnostic Teams.

Dunbar completed an AdvancED diagnostic visit in September 2014. As a result, five improvement priorities were identified by the review team and included in the Diagnostic Report.

The IDOE does not support merging Dunbar with Roosevelt College and Career Academy, managed by Edison Learning. To merge Dunbar students with Roosevelt would be in contrast to **IC 20-31-9-4,** which clearly states the option as merging a school with one in a higher category of school improvement. Roosevelt does not meet this criterion and would not be a responsible choice for Dunbar's middle school students.

Due to the High Risk Supports (attached A) already implemented for the GCSC and the external partner work being implemented with Scholastic, (attached B) the IDOE is proposing the following structure for intervention at Dunbar.

1. Maintain current work with management team Scholastic.
2. Align identified school improvement priorities based on recommendation from AdvancEd with the district goals as recommended by the Scholastic management team.

Further, the IDOE would recommend that Dunbar be monitored at least once each month for improvement by SBOE/IDOE staff members with monthly reporting requirements for updating the SBOE on School Improvement Goals and benchmarks of improvement.

Not for inclusion in this IDOE recommendation, but rather for further information, it is important to note IDOE has created a GCSC Transformation Zone, a structure for district transformation, as a part of the GCSC High Risk Plan.

The IDOE is collaborating with GCSC and a national expert to develop an Internal Lead Partner Model with an External School Lead Partner (Scholastic) assisting with the school improvement priorities identified in the AdvancED diagnostic reports for each school. District systemic improvements needed for the implementation of a new Transformation Zone will be overseen as part of the IDOE GCSC High Risk Plan including the following schools:

1. Dunbar (Year 6)
2. Westside (Year 5)
3. Beveridge (Year 4)
4. Jefferson (Year 3)
5. Marquette (Year 3)

The High Risk District Intervention Team is working proactively within the Transformation Zone to create the systems necessary to implement the 8 Federal Turnaround Principles with fidelity for the identified schools. In September 2014, each school completed a diagnostic report with AdvancED and completed School Improvement Plans and Student Achievement Plans aligned to identified Priority Areas for Improvement and the Federal Turnaround Principles.

The High Risk Intervention Team in the Transformation Zone is monitoring the implementation of each school's plan and progress.

The IDOE is working with an identified national expert to assist with the creation and implementation of a Transformation Zone in the GCSC to build the capacity of the school district. Systemic reforms will be targeted to provide the identified schools the autonomy and accountability necessary to create the conditions for successful turnaround.

Building District-Wide Instructional Capacity
Gary Community School Corporation

Gary Community School Corporation (GCSC) is at a crossroads. Facing budget, demographic and student performance challenges, District Leadership has developed a clear vision for moving the system forward. That has meant making tough decisions including closing schools and working towards a balanced budget which have cleared the way to focus on building systemic instructional capacity in every classroom and in every building in Gary.

This work is driven by the Mission, Vision and Values of GCSC:

Mission Statement: Doing what is best for students today, tomorrow, everyday.

Vision Statement: The vision of the GCSC is to remain the premiere educational system providing an enriched academic and multi-cultural learning environment that prepares our students to pursue the accomplishment of life goals. GCSC fosters a high-quality education in a safe and orderly learning environment that ensures the acquisition of knowledge, skills, and values necessary to be productive and responsible citizens in a global, technological society.

Belief and Value Statement:
- Educating students is vital to the sustainability and growth of the community.
- Educational excellence and opportunity require committed students, teachers, administrators, parents, and school board members.
- Mutual respect and support is expected from teachers, staff, administrators, and students.
- Learning occurs best in a safe, orderly and secure environment.

The initiative described on the following pages outlines a research-based approach to building the capacity of classroom teachers and building-level leaders in alignment with both the needs of the students of GCSC and with the Mission, Vision and Values described above. This work directly aligns with the following:

➢ **Gary CSC district-wide Strategic Goals**
- Goal 1 - Enhance and Improve Educational Programming
- Goal 2 - Address Human Resource Needs & Sustain Organizational Infrastructure
- Goal 4 - Improve School Climate both Internally and Externally
- Goal 5 - Establish Strategies to Improve Community Relations

➢ **Indiana Department of Education Turnaround Principles**
- Turnaround Principle 1: Ensure that the principal has the ability to lead the turnaround effort
    - Indicators
        - 1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community

1.2   The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.

1.3   The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment

1.4   The principal communicates high expectations to staff, students, and families, and supports students to achieve them.

1.5   The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.

1.6   The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.

1.7   The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).

1.10 The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.

- Turnaround Principle 2: Establish a school environment that supports the social, emotional, and learning needs of all students.
  o Indicators
    2.1   The school community supports a safe, orderly and equitable learning environment
    2.2   The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff
    2.3   High expectations are communicated to staff, students and families; students are supported to achieve them.

- Turnaround Principle 3: Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.
  o Indicators
    3.1   Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum
    3.2   Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
    3.3   Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
    3.4   Teachers demonstrate necessary content knowledge
    3.5   Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.

3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

➢ **ISTEP recommendations for Gary CSC**
A need to develop:
- Data protocols and professional development on data for teachers and principals
- Train principals how to access and disaggregate assessment data from accountability report and bench mark assessments
- A strategic professional development plan for the corporation and each school based on assessment data and a walk through form and process to help drive PD
- Strengthen PLC's and make this a more formalized process including developing data driven forms to be used across the corporation with data analysis as a norm and expected outcomes

Provide professional development on
- Engagement strategies
- Differentiated instruction
- Effective use of student data from the principal and teacher levels
- Writing student friendly objectives
- Levels of questioning

➢ **Job-embedded Instructional Coaching for Teachers**
Research shows that for skills to be acquired and put into practice, we must include the following training components: theory, demonstration, practice, feedback, and coaching.

| Training Component	Skills Acquired	Transfer to Practice
Theory	5%	----
Theory and Demonstration	5-10%	Will try
Theory, Demonstration, Practice & Feedback	90+%	5-10%
Theory, Demonstration, Practice, Feedback & Coaching	90+%	80-90%

Source: Decision Velocity: A Target for Coaching. Alan Fine, 2000

Indiana Department of Education will work with the Gary Community School administration to provide a program of job-embedded instructional coaching aligned to GCSC's district-wide strategic goals and designed to help teachers do what is best for students. Results-oriented and holistic in approach, The job-embedded instructional coaches support teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement.

Overview of Job-Embedded Instructional Coaching Model

The following provides an overview of job-embedded instructional coaching model. All elements of this model will be adapted to the specific needs of each school and to the implementation of key instructional strategies and differentiation/grouping tactics needed to help build a solid instructional foundation.

✓ Job-embedded instructional coaching aims to support teachers with proven instructional strategies to raise student performance through a focus on rigor, relevance, student engagement and content area literacy strategies

Rigor/Relevance Framework®
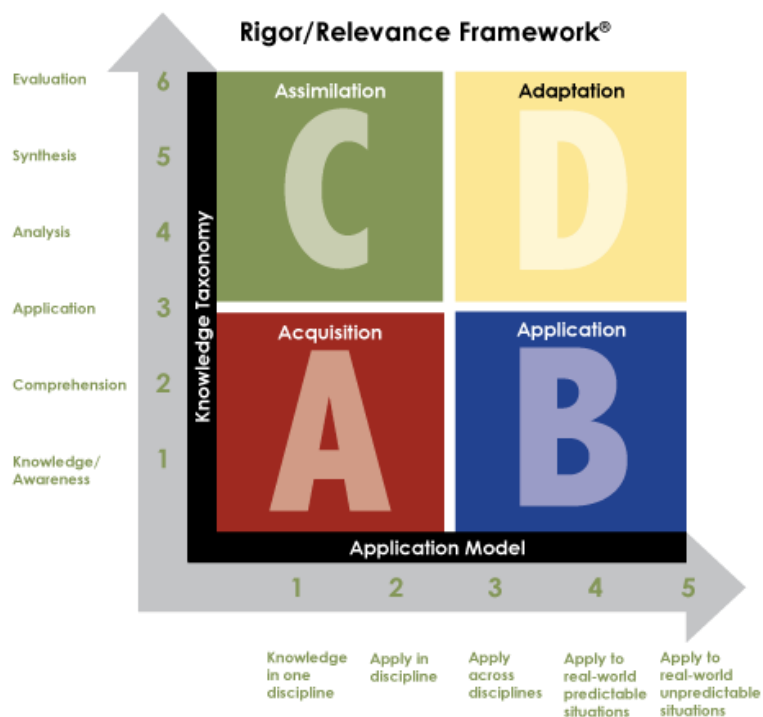
Overview of Job-Embedded Instructional Coaching for Teachers

The job-embedded instructional coaching model is designed to support teachers in meeting the needs of every student by improving educational programming and school climate. In alignment with Indiana DOE Turnaround Principles, the model addresses needs directly through working with teachers to increase their skills in these areas:

- student engagement
- academic rigor
- real-world relevance

The coaching model relies on data to drive decisions and focuses on the following elements:

1. **Rigor/Relevance Framework**
   Job-embedded instructional coaching is based on the Rigor/Relevance Framework as an organizer for planning curriculum, delivering quality instruction and assessing student achievement. Although the goal may be able to get to Quadrant D (high rigor/high relevance), instruction in Quadrant A is still important. In fact, some of the most successful lessons are those where students move among all the quadrants as they gather information, practice what they know and apply their knowledge and skills to real-world situations.

2. **Trusting Relationships**
   A job-embedded instructional coach must build trust with the leadership and teachers in a school. Through positive reinforcement and gentle but honest feedback, open lines of communication and accessibility, a professional and caring relationship is created.   Teachers should understand that coaches are committed to supporting them to become even more effective in helping students learn. Observing students during the learning process is an appropriate way to identify which strategies are working and which are not. The Classroom Visitation Tool and Rubric (*see p. 6*), which is used for observation, focuses attention on the student learning taking place.

3. **Focus on Student Achievement**
   The main purpose of the coach is to support teachers in raising student achievement. Discussions with teachers should focus on student learning and thinking in the classroom. Coaches use their experience and expertise to assist teachers in engaging learners and in providing rigorous and relevant learning experiences for every student in the class.

4. **Professional Learning Community (PLC)**
   School leaders, teachers and the coach form a PLC. As a community, the coach engages teachers in ongoing reflective dialogue around learning goals, student achievement and maintaining high expectations for all learners. These conversations are sustained between visits through online tools available to support teachers continually.

Through discussions with school leaders and teachers and during classroom visits, the coach will learn about areas of concern relative to improving student performance. Identification of these areas will help the coach to plan and deliver additional training sessions as needed. For example, upon finding out that students have difficulty interpreting charts and graphs, the coach may plan a short training session on technical reading and data analysis for groups of teachers. Training sessions could be separate from or incorporated into the co-planning stage of a typical day of coaching.

The first two days on-site includes a Collaborative Instructional Review (CIR) for the teachers participating in the project. The purpose of the CIR is to improve learning and teaching by:

- Developing a clear understanding of effective classroom instruction through the application of the Rigor/Relevance Framework and the implementation of specific instructional strategies
- Building school leadership capacity to provide instructional support to teachers based on the Rigor/Relevance Framework and through the implementation of specific instructional
- Developing a cohesive professional development plan focused on collaboration, sharing best practices and strategies and effective classroom instruction.

The CIR is not an evaluation of teacher performance but is a way to determine levels of rigor and relevance present throughout the school. This tool is used at the beginning of the project to benchmark the effectiveness of teaching and learning. See sample below.

Learner Engagement		Low	Below Average	Average	Above Average	High	Evidence to Support Rating
Intensity	Positive body language, consistent focus, verbal participation, student confidence, and excitement	O	O	O	O	O	
Breadth	Degree to which all students are engaged	O	O	O	O	O	
Consistency	Consistency of engagement through time observed	O	O	O	O	O	
Evidence of Rigor		Low	Below Average	Average	Above Average	High	Evidence to Support Rating
Thinking	Students are expected to reflect, research, analyze, or summarize	O	O	O	O	O	
Verbal responses	Students are expected to give thoughtful responses that demonstrate understanding	O	O	O	O	O	
Work	Student work requires, creativity, originality, design, or adaptation	O	O	O	O	O	

The Coaching Cycle: A Three-Phase Process
The following graphic shows a typical cycle for a coach working with teachers. This cycle also includes an initial meeting with the principal at the beginning of the day and debriefing with the principal at the end of the day. This three-phase process should guide planning for each visit to the school.
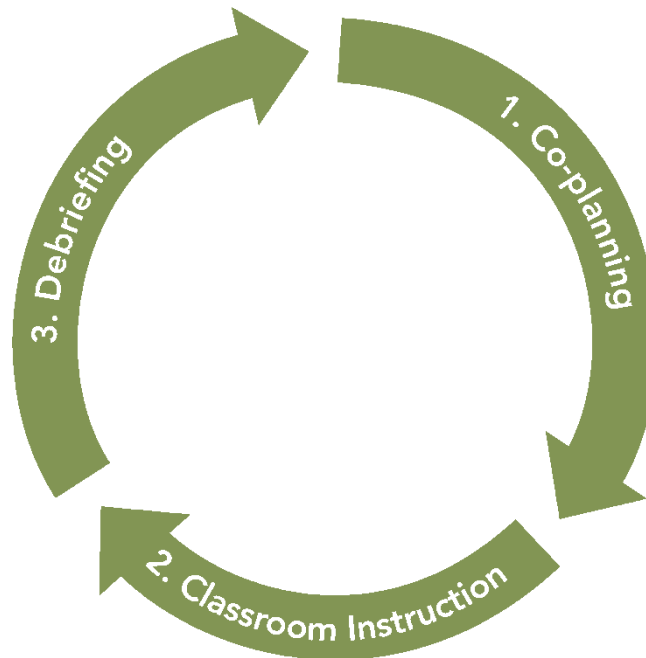
Job-Embedded Instructional Coaching – Three-Phase Process

Phase One: Co-planning
Co-planning should focus on supporting teachers to develop lessons using both engagement and instructional strategies to raise rigor and relevance and to implement specific instructional strategies that will improve educational programming and school climate. Discussions should include identifying those strategies that are proven to be especially successful with students with disabilities, English language learners and other struggling students. These strategies for instruction and assessment, which support Indiana DOE Turnaround Principle #2 (Establish a school environment that supports the social, emotional, and learning needs of all students), should be included in lesson planning.

The work with the teacher should be guided by the four major steps in planning rigorous and relevant instruction, which are:
1. Define the focus of learning.
2. Create the student performance.
3. Design the assessment.

4. Develop the learning experiences.

The following graphic represents the flow of instructional planning (left to right) and the flow of teaching (right to left).
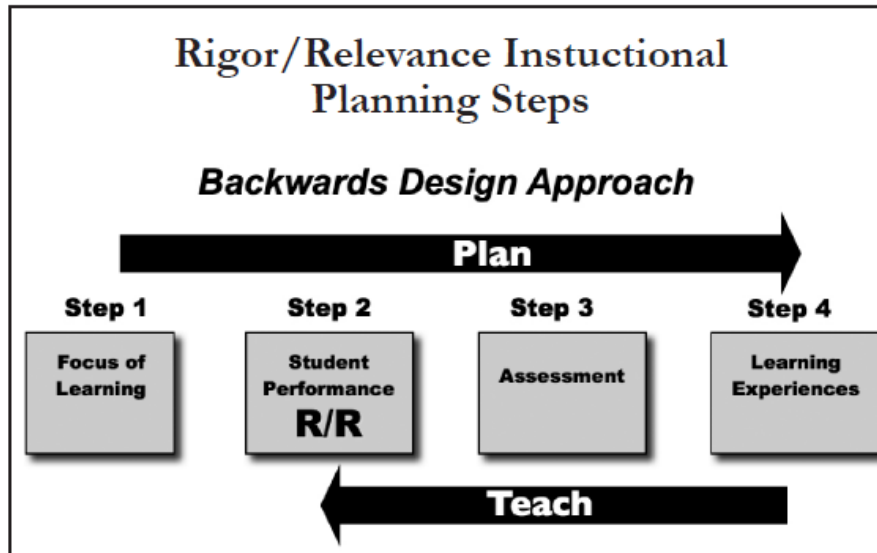
Rigor and Relevance Handbook Second Edition, p. 49

Step 1 – Define the Focus of Learning
Focusing learning ensures that lessons are contextualized and aligned to the curriculum. The focus should be on the students, the time frame in which lessons are taught and their places within a unit or other courses.

Step 2 – Create the Student Performance
The three parts of student performance identify: (1) what students are expected to know and be able to do; (2) what is the work they are expected to do and how rigorous and relevant is that work; and (3) the task through which students will demonstrate their learning.

Step 3 – Design the Assessment
The type of assessment to be used to determine student learning should be chosen at the same time instruction is being planned. The assessment should match the work students are being asked to do. If, for example, students are asked to learn how to build a bridge, the assessment would not be a multiple-choice test. Rubrics should be developed alongside the assessment to ensure consistent scoring of student work.

Step 4 – Develop the Learning Experiences and Lesson Sequence
The most successful way to sequence a lesson is to begin with the end. What is it you want students to know and be able to do when the lesson is finished? Where are they now? Once the two ends of that continuum are identified, teachers may begin planning the lesson and choosing the most effective strategies. When teachers are deciding on such things as procedures, vocabulary, formative assessments and resources, they must also plan for the needs of their

students living with disabilities, English language learners and other students who may be struggling with the concepts of the lesson.

Phase Two: Assisting with Classroom Instruction

While supporting teachers in instruction, the coach's role may vary. The coach will gather information by observing learning taking place in the classroom using the Classroom Visitation Tool and Rubric, which focuses the observer's attention on the students. Once a trusting relationship has been established, coaches will share suggestions with teachers that are broader than, but related to, rigor and relevance, such as classroom management strategies. The support provided in Phase Two helps to support Indiana DOE Turnaround Principle #3 - Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.

In addition to using the Classroom Visitation Tool, a guide to benchmark classroom instruction, other aspects of coaching include:

	The coach should….
Observation	• Listen to student discussion. • Review student work. • Observe student-teacher interactions. • Listen for questions students are asking. • Note specific successful strategies for students with disabilities, ELL, and/or other at-risk students. • Document evidence of differentiation of instruction. • Gauge the classroom climate/culture. • Look for evidence of high expectations for all students. • Recognize opportunities for inquiry learning. • Observe interaction between general education and special education teachers if in collaborative teaching environments. • Encourage teachers in their work. An example of this is to leave a note on a teacher's desk with a positive comment about his or her lesson.
Co-teaching (coach and teacher)	• Determine if a teacher is willing to have the coach teach part of his or her lesson to demonstrate a strategy or technique. • Identify with the teacher during the co-planning phase the section of the lesson the coach will model. • Do not teach the entire lesson.
Demonstration Classroom	• Ask for a volunteer who is willing to have other teachers observe his or her class. • Coordinate substitutes with the principal. • Discuss with the teachers what to look for during observations. • Have each teacher identify a positive aspect of an observed lesson, such as something he or she will try in

	his or her own class, and share a positive comment about the lesson with the teacher.

Phase Three: Debriefing with the Professional Learning Community

The teachers will have time to meet with the coach as a professional learning community to debrief on classroom instruction. Teachers will be encouraged to identify areas of interest in making their practices more effective.

Conversations will begin with elements of success in the classrooms and then move on to targeted discussions about areas that could be improved. Teachers will plan next steps related to the target areas and subsequently try the strategies in their classrooms and be prepared to share their progress at subsequent meetings.

Professional Dialogue Around Instruction

After trust between the PLC members has been established, coaches will guide the group in setting ground rules for "warm" and "cool" comments about the teaching and learning observed in the visited classroom.

Coaches will lead the group in conversations to answer questions such as:
- What does exemplary instruction look like?
- How do we build stronger relationships with our students?
- What are some different ways to monitor student progress?

Questions that are related to specific lessons may include:
- Were all the students engaged?
- Were strategies included for struggling learners in particular?
- Were there opportunities for students to write about what they understood in from the lesson?
- How could the lesson have been improved?

Reflective Practice

Just as it is important for students to reflect on their work, it is equally important to provide opportunities and support for teachers to reflect on their practice. One strategy used to engage the PLC in reflection is a Plus/Delta activity, where participants will be asked to identify what went well in a lesson and what needs improvement. This group activity will be followed by having the teachers analyze the pluses and areas to change. Brainstorming strategies, remedies and ways to strengthen what is already successful in the classroom will help identify the necessary steps to improve instruction.

Next Steps and Resources

One strength of the instructional coaching model is that the process enables teachers and leaders to engage in continuous professional development by:
- Discussing the expectations for the next visit and identifying areas to address (e.g., questioning techniques, aligning curriculum, classroom management).
- Encouraging teachers to practice using the strategies/tools between visits and be prepared to discuss their experience during the next co-planning time.
- Suggesting tools and resources that will contribute to building capacity and allow the changes and improvements to be sustained even when coaches are no longer working with the teachers.

➢ **Job-embedded Coaching for Building Administrators**

The model will provide monthly job-embedded leadership coaching for school leaders aligned to GCSC's strategic goals and designed to build capacity and sustainability. Our leadership coaches—all of whom are experienced education leaders—support Indiana DOE Turnaround Principal #1 (Ensure that the principals have the ability to lead the turnaround effort) by working directly with school leaders through a combination of onsite meetings, monthly webinars, and professional development resources. School leaders gain personal guidance and support in identifying priorities and developing leadership skills by working collaboratively with the coach.

The Leadership Framework gives Leadership Teams a structure to guide their daily actions and reflect on the Mission, Vision and Values of GCSC to help sustain school improvement and long-term student achievement. Built on the foundation of rigor, relevance and relationships for all staff and students, The leadership coaching initiatives provide a practical, hands-on approach to district and school leadership. Leadership Teams work directly with senior staff to understand and embrace three fundamental components of leadership:

- Coherent Vision
- Instructional Leadership
- Empowerment

All of The job-embedded leadership coaches are experienced, credentialed education leaders who provide guidance and support as they help identify priority goals and develop and grow district and school Leadership Teams.

Through a collaborative process, the following skills and knowledge will be addressed using a combination of onsite visits, monthly webinars and professional development resources that have been enhanced and extended by a robust and customized online learning environment that will provide professional development, ongoing access to the leadership coach and best practices aligned with the district-wide strategic goals of GCSC.

Coherent Vision
- Educating students is vital to the sustainability and growth of the community.
- Educational excellence and opportunity require committed students, teachers, administrators, parents, and school board members.
- Mutual respect and support is expected from teachers, staff, administrators, and students.
- Learning occurs best in a safe, orderly and secure environment.
- Understand the need for change in education.
- Describe examples of driving forces of change in technology, economics, demographics and society.
- Use third party needs assessments to confront new and emerging challenges and to explore potential solutions and successful practices from around the country.
- Use data and group discussion tools to seek root causes.
- Build consensus for priority goals with school stakeholders.
- Use data to set goals and evaluate progress.
- Learn strategies to implement strategic plans that lead to goal achievement.
- Apply strategies to obtain maximum financial return on instructional investment.
- Work effectively with district and community resources to support school change.

Empowerment
- Establish and maintain positive and trusting relationships with staff, students and stakeholders.
- Enhance political and negotiation skills to develop clear, static-free communication that allows for growth and

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an ongoing commitment of all stakeholders to continuous improvement.
- Provide equal access to information.
- Use relationships developed with stakeholders to promote the growth of productive professional learning communities and collaboration/sharing of successful practices within and outside of the school.
- Communicate decisions and information widely to build trust.
- Facilitate team-building activities.
- Recruit and organize school leadership teams.
- Reflect on student leadership as part of overall school leadership.

Instructional Leadership
- Become familiar with a broad range of effective strategies for addressing the needs of every student.
- Analyze student and staff data on school culture.
- Understand the need to develop a positive school culture so that high yield learning opportunities, both in and out of school, are available to all students.
- Reflect on school practices that influence school culture and relationships.
- Apply strategies that promote innovation and change in the school culture.
- Understand the needs of struggling learners well enough to determine starting points for change in practices.
- Identify supportive behaviors that build positive relationships.
- Review current curriculum and research data to identify high priority standards and benchmarks for a state.
- Apply the Rigor/Relevance Framework to curriculum, instruction, assessment, and improvement of teaching.
- Develop high quality, rigorous and relevant assessments.
- Establish expectations for literacy instruction across all subjects.
- Reflect on the factors that influence student engagement.
- Define expectations for student engagement within the school community.
- Plan staff development activities that share and reflect upon best teaching practices for student engagement.
- Develop and use effective classroom walkthrough procedures.
- Establish ongoing professional learning.

➢ **Total Investment**

	# of Educators	Time	# of Days	Investment
Job-Embedded Coaching for Building Administrators	15 administrators	10 months	125 days	$387,500
Job-Embedded Instructional Coaching for Teachers	150 Highly Qualified Teachers	10 months	375 days	$1,162,500
			Total	**$1,550,000**

Please note that the above coaching investment does not include biweekly PLC facilitation for all twelve GCSC schools as that is included under a separate investment.

11.24.14

Gary Community Schools Corporation High Risk Plan

2014-2015

Indiana Department of Education in consultation with the US Department of Education

Rationale and Purpose

The purpose of the Gary Community Schools Corporation (GCSC) High Risk plan is to utilize a 20% set aside of Title I dollars. This percentage is based on the amount previously required for schools in improvement, corrective action, or restructuring. These funds must be used for specific supports and to work collaboratively with the school district to provide a clear pathway for establishing academic, financial, and operational stability to ensure academic success for students.

High Risk Designation

Due to the continued low accountability grades for the district and the ongoing financial issues reported in prior audits by the Indiana State Board of Accounts, GCSC has been placed on high risk status. Under the federal Education Department General Administrative Regulations (EDGAR), a grantee or sub-grantee may be considered high risk if it meets one or more of the five criteria for a high risk designation:

1. Has a history of unsatisfactory performance
2. Is not financially stable
3. Has a management system which does not meet the management standards set forth in this part
4. Has not conformed to terms or conditions of previous awards
5. Is otherwise not responsible

If the awarding agency determines that an award will be made, special conditions and/or restrictions shall correspond to the high risk condition and shall be included in the award.

As part of the high risk designation, GSCS must set aside 20% of the Title I Basic allocation to use for the following:
- o Development and implementation of a High Risk District Intervention Team
- o Development and implementation of an Operations Steering Team
- o 3rd party contracted audits (to be determined)
- o Educational and operational services

The corrective actions GCSC must attain in order to have this designation removed are: two consecutive years of fiscal stability and an accountability grade for two consecutive years of "C" or above. Both conditions must be met for the removal of this designation.

If GCSC fails to meet all requirements of the high risk designation, additional sanctions can be assigned.

Desired Outcomes

1. GCSC and IDOE will work collaboratively to achieve the desired outcomes.
2. GCSC will become financially stable by demonstrating capacity to work within a balanced budget and to pay all expenses from the correct funding source for two consecutive years.
3. GCSC will earn an accountability grade of C or higher for two consecutive years based on the new accountability model effective SY 2015-2016.
4. GCSC will successfully implement operational "best practices" to obtain operational stability.
5. GCSC will become compliant in all federal programs.

Roles and Responsibilities

General
- All activities related to the high risk designation are under the authority of the Indiana Department of Education (IDOE).
- The High Risk District Intervention Team will report directly to the IDOE.
- GCSC's superintendent and leadership team must participate in meetings with the IDOE, High Risk District Intervention Team, and any other identified parties for the duration of the high risk designation.
- GCSC must work collaboratively with IDOE in the development and implementation of all activities.

High Risk District Intervention Team
- The High Risk District Intervention Team is designed to oversee and support the district's efforts with regards to federal finances, programs, and instruction for all Title I schools in GCSC.
- The High Risk District Intervention Team will include the Operations Monitor, Data Coach, Discipline Coach, Instructional Coach, and Transformational Zone Coordinator.
- The High Risk District Intervention Team will be under the direction of Daniel Bundridge, Director of District Improvement.
- GCSC must cooperate with all activities conducted by the team.
- Transformational Zone will be created for Dunbar, Beveridge, Jefferson, Westside, and Marquette.

Operations Steering Team
- The Operations Steering Team will include the following representation:
    o Director of District Improvement will serve as Facilitator of the Operations Steering Team
    o Operations Monitor
    o 3 members identified by IDOE
    o Superintendent of GCSC
    o 1 member identified by the Superintendent of GCSC
    o 1 member identified by the Board of GCSC
    o 1 member identified by the Mayor of the City of Gary

- The Operations Steering Team will oversee, monitor, and approve all federal expenditures and/or add future federal expenditures.
- The Operations Steering Team will work with the High Risk District Intervention Team to build district fiscal capacity and sustainability for federal funds.
- The Operations Steering Team must approve any newly created positions or newly vacant positions for GCSC paid with federal funds.
- The Operations Steering Team may defund positions that are paid with federal funds.

High Risk District Intervention Team Members	Description
Operations Monitor	- Develop federal budgets for schools and district - Approve all purchase orders and expenses before approving and submitting to IDOE; and paying such expenses - Ensure that expenses are consistent with the cost principles in OMB Circular A-87, including being necessary and reasonable to accomplish the outcomes of the high risk designation - Collect documentation regarding: - Time compensation - Purchase orders - Contracted services - Payment - Develop and maintain a district technology inventory list
Transformational Zone Coordinator	- Coordinates and oversees all Transformational Zone work - Develop and implement the Transformational Zone plan - Report, as needed, to IDOE - Work collaboratively with all stakeholders including the parents and the community

Data Coach	• Collect, review, and report data to IDOE for schools and district related to student achievement (use SIG data dashboard as template) • Disaggregate data such as local and state assessment data
Positive Behavioral Supports Coach	• Develop an implementation plan for the district and each school • Oversee the implementation of behavior supports district-wide • Provide training and coaching to all schools • Collect monthly discipline data (use SIG dashboard as template) • Report, as needed, to IDOE • Work collaboratively with SPED • Develop a network w/other school districts

Instructional Coach	• Develop research and evidence-based instructional practices for classroom teachers
	• Disaggregate instructional observation and student achievement data
	• Increase classroom instructional practices by
	    o Increasing student engagement
	    o Increasing teacher's instructional toolbox
	    o Improving student achievement
	    o Building teacher capacity
	• Provide PD for teachers/administrators
	• Work with Individual School Leadership Educator Evaluations
	• Collect, review, and report data to IDOE (use SIG data dashboard as template)

High Risk Staff Technology	Computers, printers, and other needs related for staff
District Technology Infrastructure AUDIT OF SUPPLEMENTAL TECHNOLOGY OR SUPPLEMENTAL TECHNOLOGY	Financial and operational management This item is not to provide basic technology that GCSC needs to provide its basic educational program—e.g., payroll systems
High Risk Staff Travel	Mileage, hotel, and per diem for meetings in state and out of state and for professional development
Travel	Costs and fees related to mileage, hotel, and per diem for meetings in state

Audits	Financial, operations, and district audits for Title I, Part A
Legal Services	Outside legal assistance
Specific Educational and Operational Services and Interventions for district and schools as determined by the High Risk staff	Additional staff and/or interventions as determined by the High Risk IDOE staff directly related Title I, eligible transportation costs and other activities required by federal law; may include contracts to support implementation of a Transformational Zone within GCSC

Total Dollars Available:	**$1,193,513.68**