INDIANA STATE BOARD OF EDUCATION

Transformation Zone Plan Application

PART 1: General Information

Please provide general information about the plan to implement a transformation zone under IC 20-31-9.5-9.5 within a school corporation.

School Corp: Indianapolis Public Schools   **Corp #:** 5385

Date: 3/28/2017

Transformation Zone plans should reflect a five-year vision to implement innovations within a specific group of schools.

Year 1	Year 2	Year 3	Year 4	Year 5
2017-18	2018-19	2019-20	2020-21	2021-22

Please include the name and 4-digit school number for each school included in the TZ.
Please list each school and school number in a separate cell.

	School Name	School #
1.	Arlington Community High School	5465
2.	George Washington High School	5643
3.	John Marshall Community Middle School	5517
4.	Lew Wallace Elementary School	4479
5.	Louis B. Russell Elementary School	5548
6.	Northwest Community High School	5483
7.	Wendell Phillips Elementary School	5563
8.	William Penn Elementary School	5549

PART 2: Organizational Chart

Please include a copy of the organizational chart along with this completed application when you submit this plan to the Indiana State Board of Education. The organizational chart should outline key roles of the administrative staff dedicated to working at least half of their time directly with transformation zone or schools within the zone and must demonstrate that the leader of the transformation zone reports directly to the school corporation's superintendent. The organizational chart should only include corporation level staff members (or lead partners). It should not include school-based staff.

PART 3: Innovations within the Transformation Zone

Describe the district-level innovations that will be implemented under the transformation zone model which may include, but are not limited to, innovative teacher compensation models, recruitment and retention efforts, extending time in the school day across the transformation zone, restructuring district staff, streamlining/differentiating district support and serviced for school in the transformation zone, etc. Also describe any partnerships with outside organizations to help design, establish, and execute the transformation zone model.

NOTE: School-specific interventions will be described in PART 5 of the plan.

District-Level Innovations

In addition to the following instructional support and climate strategies,
    -Professional learning communities (PLCs)
    -Mastery Learning (gradual release, formative assessments, intervention, remediation, and enrichment)
    -Professional development
    -National student behavior model
    -Culturally responsive pedagogy
IPS will also implement a differentiated compensation model for John Marshall Middle School staff members. The model will contain reoccurring loyalty incentives. Those incentives will be differentiated based on building needs and positions that are hard to staff. Staff members that are hired with these incentives must be rated as effective or highly effective. Half of the dedicated incentive will be paid in December and the remaining half paid in June. IPS will monitor the performance towards the proposed goals of the other schools within the Transformation Zone and determine if this flexibility is needed in more schools.
 	
Support Staff is also available within the Transformation Zone. Those positions are:
Transformation Zone Director:
Transformation Zone Director will oversee the district's Transformation Zone (TZ). The Transformation Zone Director will assist with designing and delivering innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The Transformation Director will be tasked with leveraging the capacity of assigned schools to change outcomes: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.
 	
Academic Coach:
The Transformation Coach will serve the Transformation Zone schools as a critical member and subject matter expert in K-12 curriculum and instruction, data analysis, and school improvement. The Transformation Coach will guide the strategy in their area of subject matter expertise as a member of the district's Transformation Zone. The Transformation Coach will be tasked with supporting building level coaches and teachers to improve academic outcomes for students.
 	
Instructional Coach:
The Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional framework. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

PART 4: Objective Annual Student Performance & Growth or Improvement Benchmarks

Provide a detailed explanation of 3 to 5 benchmarks the corporation expects to achieve over the next five years for the transformation zone as a whole. Ensure that each goal reflects the principles outlined in the SMART goal framework (Specific, Measurable, Attainable, Rigorous, Timely). Set two-year and five-year goals for each benchmark toward which we can track progress over the course of the five-year span of the transformation zone.

Transformation Zone-Wide Benchmarks			
Benchmark Description	Benchmark	Year 2	Year 5
Increase 4-year graduation rate (Benchmark Score reflects the 2015-16 Performance)	71.0%	76.5%	85.5%
Increase proficiency rate on IREAD3 assessment (Benchmark Score reflects the 2015-16 Performance)	67.5%	73.7%	80.8%
Increase the growth score for ISTEP+ ELA and math in grades 3-8 and 10 (Benchmark Score reflects the 2015-16 Performance)	92.1	106.4	141.6
Increase the proficiency rate for ISTEP+ ELA and math in grades 3 3-8 and 10 (Benchmark Score reflects the 2015-16 Performance)	23.3%	37.8%	54.7%
Provide a description of the specific benchmark here	Enter Benchmark	Goal	Goal

PART 5: School Specific Innovations within the Transformation Zone

For each school identified for the transformation zone in Part 1, please include the following:

a. A description of the innovations the school corporation will implement in the school

b. Designate whether the school has for at least three (3) consecutive years immediately prior to submitting this plan has been placed in the lowest performance category or designation

c. For schools placed in the lowest performance category for three or more consecutive years immediately prior to submitting this plan, then the school corporation must decide whether or not to voluntarily recognize an exclusive representative under IC 20-29-5-2 for the school

d. If the corporation voluntarily recognizes an exclusive representative for a school that qualifies under IC 20-31-9.5-9.5(e), then describe any bargainable subjects or discussion items that the school will opt out of in relation to the innovations described in the plan. The school corporation must also provide proper notice of these items as outlined under IC 20-29-5-2(b)

e. Provide of 3 to 5 specific benchmarks the school expects to achieve over the next five years as a result of the innovations put into place under the transformation zone model. Ensure that each goal reflects the principles outlined in the SMART goal framework (**S**pecific, **M**easurable, **A**ttainable, **R**igorous, **T**imely).

School Name	School # (4-Digit)
Arlington Community High School	5465

a. Description of Innovations

Provide a description of the specific innovations the school corporation will implement at the school as a result of being in the transformation zone. The description should include an overview of the needs identified at the school and how each innovation is meant to overcome barriers to addressing those needs.

If the school has submitted a separate grant application under 1003 school improvement funds or another state or federal school improvement grant that describes programs and initiatives currently underway at a school, please attach those as appendices to this plan and simply make reference to them in this description of innovations for the school.

b. Three consecutive years in lowest category?

• Yes   ○ No

c. Voluntarily recognizing exclusive representative?

• Yes   ○ No

If both b. and c. are 'yes' please complete section d.
If the answer to either b. or c. is 'no' skip section d. and move on to section e.

d. Name of Exclusive Representative: Indiana Educator's Association (IEA)

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
Graduation Rate	74.5%	80.5%	89.5%
ISTEP+ ELA Growth	Baseline from 16-17 data	10% increase from baseline	Based on 10% annual increase from baseline
ISTEP+ ELA Performance	23.8%	38.3%	55.0%
ISTEP+ Math Growth	Baseline from 16-17 data	10% increase from baseline	Based on 10% annual increase from baseline
ISTEP+ Math Performane	4.8%	22.9%	43.8%

School Name	School # (4-Digit)
George Washington High School	5643

a. Description of Innovations
Provide a description of the specific innovations the school corporation will implement at the school as a result of being in the transformation zone. The description should include an overview of the needs identified at the school and how each innovation is meant to overcome barriers to addressing those needs.

If the school has submitted a separate grant application under 1003 school improvement funds or another state or federal school improvement grant that describes programs and initiatives currently underway at a school, please attach those as appendices to this plan and simply make reference to them in this description of innovations for the school.

b. Three consecutive years in lowest category?

    ⊙ Yes   ⊙ No

c. Voluntarily recognizing exclusive representative?

    ⊙ Yes   ⊙ No

If both b. and c. are 'yes' please complete section d.
If the answer to either b. or c. is 'no' skip section d. and move on to section e.

d. Name of Exclusive Representative: Indiana Educator's Association (IEA)

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
Graduation Rate	65.4%	70%	79%
ISTEP+ ELA Growth	Baseline from 16-17 data	10% increase from baseline	Based on 10% annual increase from baseline
ISTEP+ ELA Performance	23.5%	38.0%	54.8%
ISTEP+ Math Growth	Baseline from 16-17 data	10% increase from baseline	Based on 10% annual increase from baseline
ISTEP+ Math Performance	5.4%	23.4%	44.1%

School Name	School # (4-Digit)
John Marshall Middle School	5517

a. Description of Innovations
1. Nationwide search for a new principal with a significantly higher salary to attract excellent talent
2. Principal ability to hire all new staff while utilizing a differentiated compensation model for hard to staff positions
3. Becoming a dedicated middle school solely focusing on grades 7 and 8
4. New principal autonomy to design instructional model best needed for the staff and students

b. Three consecutive years in lowest category?

◉ Yes   ○ No

c. Voluntarily recognizing exclusive representative?

○ Yes   ◉ No

If both b. and c. are 'yes' please complete section d.
If the answer to either b. or c. is 'no' skip section d. and move on to section e.

d. Name of Exclusive Representative: N/A

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
ISTEP+ ELA Growth	56.2	74.3	113.0
ISTEP+ ELA Performance	12.4%	29.0%	48.3%
ISTEP+ Math Growth	65.0	86.0	130.7
ISTEP+ Math Performance	3.9%	22.2%	43.3%
Provide a description of the specific benchmark here	Baseline	Goal	Goal

School Name	School # (4-Digit)
Lew Wallace Elementary School	4479

a. Description of Innovations

Provide a description of the specific innovations the school corporation will implement at the school as a result of being in the transformation zone. The description should include an overview of the needs identified at the school and how each innovation is meant to overcome barriers to addressing those needs.

If the school has submitted a separate grant application under 1003 school improvement funds or another state or federal school improvement grant that describes programs and initiatives currently underway at a school, please attach those as appendices to this plan and simply make reference to them in this description of innovations for the school.

b. Three consecutive years in lowest category?

⊙ Yes   ⊙ No

c. Voluntarily recognizing exclusive representative?

⊙ Yes   ⊙ No

If both b. and c. are 'yes' please complete section d.
If the answer to either b. or c. is 'no' skip section d. and move on to section e.

d. Name of Exclusive Representative: Indiana Educator's Association IEA)

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
ISTEP+ ELA Growth	125.5	131.9	142.0
ISTEP+ ELA Performance	43.6%	54.3%	66.7%
ISTEP+ Math Growth	122.7	128.9	138.8
ISTEP+ Math Performance	40.0%	51.4%	64.6%
IREAD3	71.7%	77.1%	83.3%

School Name	School # (4-Digit)
Louis B. Russell Elementary School	5548

a. Description of Innovations
Provide a description of the specific innovations the school corporation will implement at the school as a result of being in the transformation zone. The description should include an overview of the needs identified at the school and how each innovation is meant to overcome barriers to addressing those needs.

If the school has submitted a separate grant application under 1003 school improvement funds or another state or federal school improvement grant that describes programs and initiatives currently underway at a school, please attach those as appendices to this plan and simply make reference to them in this description of innovations for the school.

b. Three consecutive years in lowest category?

      ⊙ Yes   ◯ No

c. Voluntarily recognizing exclusive representative?

      ⊙ Yes   ◯ No

If both b. and c. are 'yes' please complete section d.
If the answer to either b. or c. is 'no' skip section d. and move on to section e.

d. Name of Exclusive Representative: Indiana Educator's Association (IEA)

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
ISTEP+ ELA Growth	76.1	92.1	122.6
ISTEP+ ELA Performance	29.3%	42.7%	58.3%
ISTEP+ Math Growth	72.6	87.8	116.9
ISTEP+ Math Performance	19.8%	35.0%	52.6%
IREAD3	66.7%	73.0%	80.3%

School Name	School # (4-Digit)
Northwest Community High School	5483

a. Description of Innovations
Provide a description of the specific innovations the school corporation will implement at the school as a result of being in the transformation zone. The description should include an overview of the needs identified at the school and how each innovation is meant to overcome barriers to addressing those needs.

If the school has submitted a separate grant application under 1003 school improvement funds or another state or federal school improvement grant that describes programs and initiatives currently underway at a school, please attach those as appendices to this plan and simply make reference to them in this description of innovations for the school.

b. Three consecutive years in lowest category?

    ○ Yes   ◉ No

c. Voluntarily recognizing exclusive representative?

    ◉ Yes   ○ No

If both b. and c. are 'yes' please complete section d.
If the answer to either b. or c. is 'no' skip section d. and move on to section e.

d. Name of Exclusive Representative: Indiana Educator's Association (IEA)

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
Graduation Rate	73%	79%	88%
ISTEP+ ELA Growth	Baseline from 16-17 data	10% increase from baseline	Based on 10% annual increase from baseline
ISTEP+ ELA Performance	16.1%	32.0%	50.5%
ISTEP+ Math Growth	Baseline from 16-17 data	10% increase from baseline	Based on 10% annual increase from baseline
ISTEP+ Math Perforamnce	6.2%	24.0%	44.6%

School Name	School # (4-Digit)
Wendell Phillips Elementary School	5563

a. Description of Innovations

Provide a description of the specific innovations the school corporation will implement at the school as a result of being in the transformation zone. The description should include an overview of the needs identified at the school and how each innovation is meant to overcome barriers to addressing those needs.

If the school has submitted a separate grant application under 1003 school improvement funds or another state or federal school improvement grant that describes programs and initiatives currently underway at a school, please attach those as appendices to this plan and simply make reference to them in this description of innovations for the school.

b. Three consecutive years in lowest category?

⊙ Yes   ○ No

c. Voluntarily recognizing exclusive representative?

⊙ Yes   ○ No

If both b. and c. are 'yes' please complete section d.
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d. Name of Exclusive Representative: Indiana Educator's Association (IEA)

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
ISTEP+ ELA Growth	83.9	92.5	107.1
ISTEP+ ELA Performance	27.6%	41.4%	57.2%
ISTEP+ Math Growth	93.6	103.2	119.5
ISTEP+ Math Performance	28.9%	42.4%	58.0%
IREAD 3	55.8%	64.2%	73.9%

School Name	School # (4-Digit)
William Penn Elementary School	5549

a. Description of Innovations
Provide a description of the specific innovations the school corporation will implement at the school as a result of being in the transformation zone. The description should include an overview of the needs identified at the school and how each innovation is meant to overcome barriers to addressing those needs.

If the school has submitted a separate grant application under 1003 school improvement funds or another state or federal school improvement grant that describes programs and initiatives currently underway at a school, please attach those as appendices to this plan and simply make reference to them in this description of innovations for the school.

b. Three consecutive years in lowest category?

    ⊙ Yes   ⦿ No

c. Voluntarily recognizing exclusive representative?

    ⦿ Yes   ⊙ No

If both b. and c. are 'yes' please complete section d.
If the answer to either b. or c. is 'no' skip section d. and move on to section e.

d. Name of Exclusive Representative: Indiana Educator's Association (IEA)

List/Describe the bargainable or discussion items the school will opt out of (if applicable):
Provide a list and a description of the specific bargainable or discussion items that this particular school has selected to opt out of and a justification for doing so related to the innovations being implemented at the school.

e. School Specific Performance Benchmarks (2-Year & 5-Year Goals)

Benchmark Description	Baseline	Year 2	Year 5
ISTEP+ ELA Growth	107.4	112.8	121.5
ISTEP+ ELA Performance	45.3%	55.7%	67.7%
ISTEP+ Math Growth	117.1	123.0	132.5
ISTEP+ Math Performance	46.8%	56.9%	68.6%
IREAD 3	73.5%	78.5%	84.4%

PART 6: Annual Budgets

Use the following template to develop a budget demonstrating financial sustainability of the transformation zone without the use of special turnaround funding at the end of the fifth year of operation, with lower amounts of special turnaround funding in the fourth and fifth years. This budget should focus on money used to fund innovations that are a direct result of the flexibility afforded to the transformation zone. The budget should reflect expenditures across all of the schools in the transformation zone and for transformation zone staff itself.

Year 1 Annual Budget			
PERSONNEL **Title or Position**	**Salary ($)**	**Benefits ($)**	**Total ($)**
(2017-18) Academic Coaches (4)	$269,700	$67,296	$336,996
(2017-18) Instructional Coaches (4)	$201,300	$64,416	$265,716
(2017-18) Transformation Zone Directors (2)	$220,000	$70,400	$290,400
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Total for Personnel	**$691,000**	**$202,112**	**$893,112**

PROFESSIONAL SERVICES **Organization Name or Program Title**	**Total ($)**
Mass Insight	$600,000
Enter Organization Name or Program Title Here	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Total for Professional Services	**$600,000**

OTHER EXPENDITURES **Description of Expenditure (Title/Category)**	**Total ($)**
Differentiated Compensation (John Marshall Middle School)	$106,888
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Total for Other Expenditures	**$106,888**

Grand Total (Sum of Personnel, Professional Services, and Other Expenditures)	**$1,600,000**

Funding Source (Describe the funding sources that will be used to support the transformation zone):

Funding Source	**Special Funding**	**Total ($)**
School Improvement Grant 1003(a)	Yes	$1,600,000
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Grand Total (Should match grand total above)		$1,600,000

Year 2 Annual Budget			
PERSONNEL **Title or Position**	**Salary ($)**	**Benefits ($)**	**Total ($)**
TBD based on Transformation Zone Achievement Data	Salary ($)	Benefits ($)	**$714,490**

Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Total for Personnel	Salary ($)	Benefits ($)	**$714,490**

PROFESSIONAL SERVICES	
Organization Name or Program Title	**Total ($)**
Enter Organization Name or Program Title Here	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Total for Professional Services	**$0**

OTHER EXPENDITURES	
Description of Expenditure (Title/Category)	**Total ($)**
Performance Incentives	$565,510
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Total for Other Expenditures	**$565,510**

Grand Total (Sum of Personnel, Professional Services, and Other Expenditures)	**$1,280,000**

Funding Source (Describe the funding sources that will be used to support the transformation zone):

Funding Source	Special Funding	Total ($)
School Improvement Grant 1003(a)	**Yes**	**$1,280,000**
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Grand Total (Should match grand total above)		**$1,280,000**

Year 3 Annual Budget			
PERSONNEL **Title or Position**	**Salary ($)**	**Benefits ($)**	**Total ($)**
TBD based on Transformation Zone Achievement Data	Salary ($)	Benefits ($)	**$625,178**
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Total for Personnel	Salary ($)	Benefits ($)	**$625,178**
PROFESSIONAL SERVICES **Organization Name or Program Title**			**Total ($)**
Enter Organization Name or Program Title Here			Total ($)
Enter Organization Name or Program Title Here			Total ($)
Enter Organization Name or Program Title Here			Total ($)
Total for Professional Services			**$0**
OTHER EXPENDITURES **Description of Expenditure (Title/Category)**			**Total ($)**
Performance Incentives			**$494,822**
Enter Title or Category of Expenditure Here			Total ($)
Enter Title or Category of Expenditure Here			Total ($)
Enter Title or Category of Expenditure Here			Total ($)
Enter Title or Category of Expenditure Here			Total ($)
Total for Other Expenditures			**$494,822**
Grand Total (Sum of Personnel, Professional Services, and Other Expenditures)			**$1,120,000**

Funding Source (Describe the funding sources that will be used to support the transformation zone):		
Funding Source	**Special Funding**	**Total ($)**
School Improvement Grant 1003(a)	**Yes**	**$1,120,000**
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Grand Total (Should match grand total above)		**$1,120,000**

Year 4 Annual Budget			
This budget should reflect a shift to more sustainable funding sources and/or the expiration of certain expenditures to demonstrate sustainable of the innovations put into place through the transformation zone.			

PERSONNEL Title or Position	Salary ($)	Benefits ($)	Total ($)
TBD based on Transformation Zone Achievement Data	Salary ($)	Benefits ($)	**$535,867**
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Total for Personnel	Salary ($)	Benefits ($)	**$535,867**

PROFESSIONAL SERVICES Organization Name or Program Title	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Total for Professional Services	**$0**

OTHER EXPENDITURES Description of Expenditure (Title/Category)	Total ($)
Performance Incentives	$424,133
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Total for Other Expenditures	**$424,133**

Grand Total (Sum of Personnel, Professional Services, and Other Expenditures)	**$960,000**

Funding Source (Describe the funding sources that will be used to support the transformation zone):		
Funding Source	**Special Funding**	**Total ($)**
School Improvement Grant 1003(a)	Yes	$960,000
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Grand Total (Should match grand total above)		**$960,000**

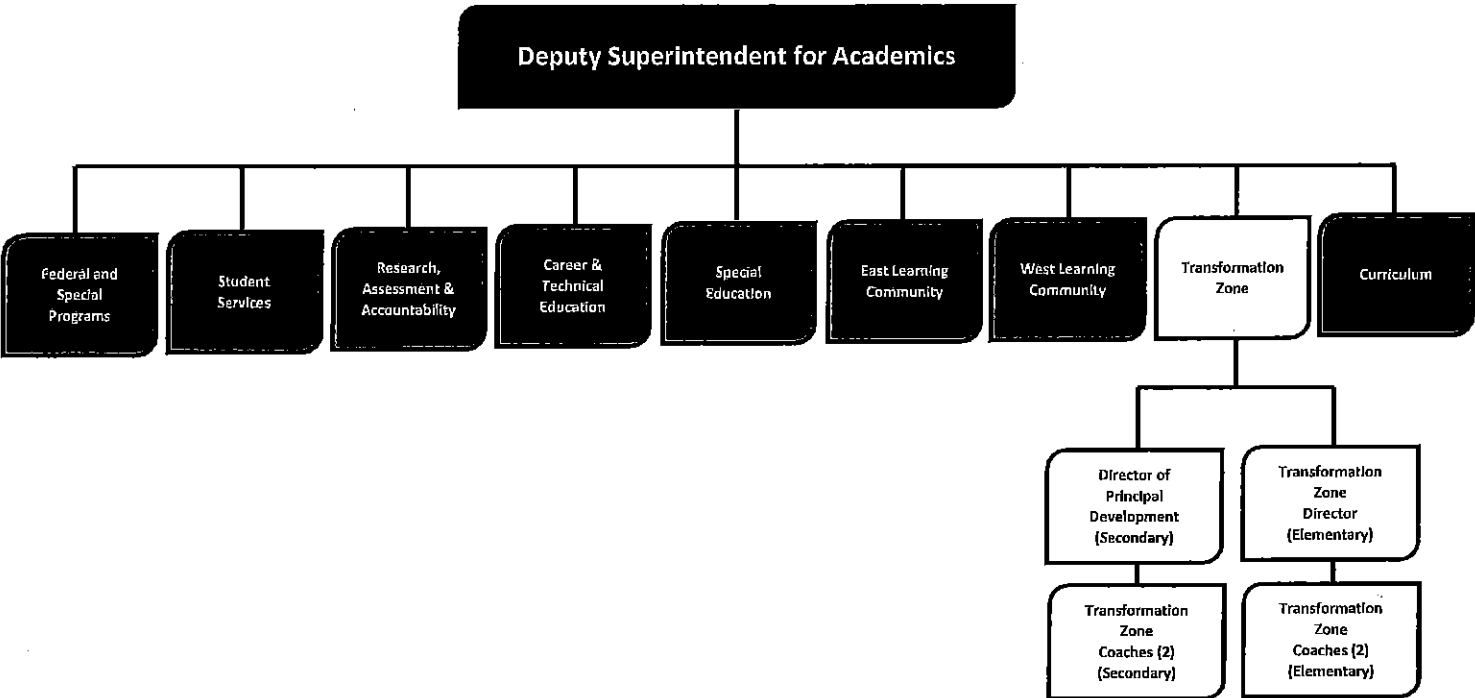| Year 5 Annual Budget			
This budget should reflect a shift to more sustainable funding sources and/or the expiration of certain expenditures to demonstrate sustainable of the innovations put into place through the transformation zone.			

PERSONNEL Title or Position	Salary ($)	Benefits ($)	Total ($)
TBD based on Transformation Zone Achievement Data	Salary ($)	Benefits ($)	**$446,556**
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Enter Title or Position Here	Salary ($)	Benefits ($)	Total ($)
Total for Personnel	Salary ($)	Benefits ($)	**$446,556**

PROFESSIONAL SERVICES Organization Name or Program Title	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Enter Organization Name or Program Title Here	Total ($)
Total for Professional Services	**$0**

OTHER EXPENDITURES Description of Expenditure (Title/Category)	Total ($)
Performance Incentives	**$353,444**
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Enter Title or Category of Expenditure Here	Total ($)
Total for Other Expenditures	**$800,000**

Grand Total (Sum of Personnel, Professional Services, and Other Expenditures)	**$800,000**

Funding Source (Describe the funding sources that will be used to support the transformation zone):		
Funding Source	**Special Funding**	**Total ($)**
School Improvement Grant 1003(a)	**Yes**	**$800,000**
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Enter the Name of Fund or Grant	Yes/No	Total ($)
Grand Total (Should match grand total above)		**$800,000**

Part 7: Waiver of Regulatory or District Policies

Provide a description of specific regulatory or district policies that would need to be waived for the school corporation to implement the transformation zone. This description need not include any waiver requests that have been described in previous sections of this plan related to IC 20-29. Other than the statutory requirements explicitly waived in IC 20-31-9.5-9.5, a corporation may not request to waive any statutory requirements paced upon traditional public schools in Indiana.

There are no local policy or regulations that must be waived at this time because of the IPS School Board's Core Commitments and Beliefs. The IPS Board of School Commissioners established 5 Core Commitments and Beliefs that guide their work and subsequently the work of IPS staff. The fourth Core Commitment and Belief is "The IPS Central Administration exists solely to support the work of teachers and schools, and must be a high–performing organization. All district functions are aligned to support and empower a system of autonomous schools that are held accountable to clear performance metrics." All IPS schools are supported based on this foundation of principal and school autonomy. Due to the autonomies, all IPS principals are able to make decisions based on what is best for their schools. Some of these decisions are selection of staff, curriculum resources, flexibility with instructional time (daily schedule), extended learning, use of money as a resource to support school improvements, and assessments. In the Transformation Zone, the curriculum and assessment selection model allows for support when needed or requested. The School Improvement Plans created by all principals and included in the application from Transformation Zone Schools are another example of flexibility and autonomy given to all schools in IPS. They create those plans and the strategies collaboratively with their staff. However given that this is a five-year plan, we may pursue regulatory waivers in the coming years.

IPS Organizational Chart - Academics

Deputy Superintendent for Academics

- Federal and Special Programs
- Student Services
- Research, Assessment & Accountability
- Career & Technical Education
- Special Education
- East Learning Community
- West Learning Community
- Transformation Zone
- Curriculum

Transformation Zone

- Director of Principal Development (Secondary)
  - Transformation Zone Coaches (2) (Secondary)
- Transformation Zone Director (Elementary)
  - Transformation Zone Coaches (2) (Elementary)

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Summary of

School Improvement Plans &

Student Achievement Plans

The following pages provide a summary of the school improvement/student achievement plans (SIP/SAP) for each school within the Transformation Zone. These summaries describe the school improvement initiatives being implemented at each school that are important to overall efforts to improve student outcomes, but they are not directly related to the authority and flexibility granted within the Transformation Zone. These summaries were developed from the SIP/SAP plans approved by the IDOE, they do not reflect the full text of the actual plan.

A copy of the complete school improvement plan may be requested from any school within the zone by submitting a request to the school or to Indianapolis Public Schools.

Arlington High School

A District provided Graduation Coach will monitor participation, performance and discipline data of grade level cohorts to advise graduation case managers on appropriate interventions so that students graduate on time.

- Hold graduation meetings weekly - Host informational grad meeting with students and parents to inform them of their on-track status
- Review cohort notebooks and stakeholder reports - Monitor the cohorts' progress
- Utilize graduation case managers to support the senior cohort - Gather supporting documentation for attendance, discipline, credits, and tutoring
- Attend IPS PLC on Graduates - Attend district monthly grad meetings

Support students and parents in understanding graduation requirements and expectations

- Engage Community Partnership to support student social and academic needs
- Conduct guidance lessons during advisory and grade level meetings to assist students with understanding credits and requirements
- Hold Parent Workshops two times per month to support reading, language arts, and math
- Improve School/Parent communication in order to enhance parent, student, and school relationships through newsletters, connect-ed, and social media
- Conduct Home Visits to bridge communication gap between school and family

Review credits and grades at the end of each quarter to make any modifications to schedules in order to complete requirements.

- Discuss every student in the senior cohort group during weekly admin meetings and identify interventions for improvement
- Update student status board - Provide updates on interventions for struggling students

Implement Professional Learning Communities

- Provide professional development on Professional Learning Communities
- Utilize data to identify areas of student academic learning gaps
- Plan for standards-based instruction – lesson design based on standards & pacing guides

Provide instructional coaching for teachers

- Support teachers with planning and instructional practices
- Provide professional development to enhance classroom management through effective use of time, procedures, and routines
- Reflect and analyze data
- Provide professional development to enhance student engagement
- Conduct walkthroughs and provide feedback

Arlington High School

Utilize Benchmark Data to drive instructional decisions
Goal setting with students from benchmark to benchmark
Group students based on reading levels into Tiers for Instruction
Make instructional decisions based on the most current data available to teachers

Provide instructional interventions to students
Offer after school tutorials
Group students with similar instructional needs and provide small group instruction
Provide ECA Boot Camp & Intersession for students who are re-testers
Administer weekly common assessments for Alg I ECA to gauge student learning for the particular indicators taught

Form a climate/culture team that will enhance the academic and social climate of our students
Utilize the climate/culture team to provide resources and strategies to increase engagement and decrease classroom management issues
Identify students who need individual meetings with team and involve their parents
Collaborate with Peace Learning to provide alternative programming and suggestions with our initiatives
Provide behavior support specialists to assist with students who need support

Implement PBIS
Introduction of PBIS to staff Lesson plans shared with Staff
Monitoring of Implementation - Walkthroughs and observations

Incorporate Restorative Justice and Peer Mediation
Train peer mediators and hold as needed
Engage students and adults in utilizing restorative practices
Provide professional development in PLC to teach conflict resolution
Utilize in-class workshops to lessen nonproductive behaviors that take away from instructional time

George Washington Community High School

Maintain strong procedures developed in 15-16 to address out of compliance, inaccurate, and ineffective academic and enrollment/withdrawal recordkeeping procedures and adjust scheduling practice to maximize the percent of students on-track for potential four year graduation.

	Ensure school has on file state approved documentation and needed academic information for 100% of entries/withdrawals since Summer 2012.
	Maintain and enhance systems that corrected inaccuracies and omissions in student transcripts and schedules, particularly for out-of-district transfers and satellite students, to maximize potential for four-year, on-time graduation.
	Continue explicit assignment of Assistant Principal to exclusively oversee Student Services
	Move to a block schedule (non-alternating) in SY16-17 to increase student credit attainment opportunities to 17 from 14 and enable students to recover courses failed in the fall semester in the spring semester. Move also reduces the number of students teachers are responsible for in a given semester from 180-200 to 90-110, which enables school leaders to reasonably increase teacher expectations for academically intervening when students are at-risk of failing.

Tailor programming and support for students off-track to graduate in four years or overage for their grade-level.

	Address significant backlog of courses requiring credit recovery for all HS cohorts.
	Create incentives for staying on-track and getting on-track if off-track.
	Leverage community partners and student teachers as mentors and tutors for students.

Continue promoting a culture of four year on-time graduation and college bound environment

	Provide students with explicit advisory lessons related to skills and requirements for four-year graduation and college-going.
	Continue to use language, resources, events, and the physical building space to send students positive messages that promote college-going and on-time graduation.
	Continue to provide students with frequent self-reflection and action planning opportunities on their progress towards grade-level promotion, on-time graduation, and meeting of college admissions requirements that promote student self-accountability.
	Continue explicit assignment of Assistant Principal to exclusively oversee Student Services

Reduce number of chronically absent students.

	Continue to hold weekly student support meetings to discuss, develop, and monitor student attendance
	Maintain and enhance incentives for staying on-track and getting on-track if off-track.
	Review and monitor enrollment/withdrawal processes to minimize records and scheduling errors.
	Maintain and Enhance Early Warning System and Interventions for Students with tardies and absences

George Washington Community High School

Leveraging the district Opportunity Culture initiative, hire outstanding multi-classroom leaders for tested courses. MCLs will write plans and materials for teachers, many of whom are new or inexperienced teachers, in these courses to narrow their focus and development on execution skills.

	Recruit and Hire excellent MCLs - Recruit and screen multiple candidates for MCL, Hire four MCLs. Ensure they are on-boarded prior to start of school and ideally in early summer
	Train and develop MCLs - Provide initial and ongoing professional development and feedback to MCLs
	Have MCLs create long-term plans during the summer and write plans and materials for their assigned teachers throughout the school year - MCLs develop long-term plans for courses in the summer; MCLs write unit and daily lesson plans; MCLs create student materials
	Have MCLs coach and develop their assigned teachers as well as support with school-wide professional learning - Conduct observation and feedback cycles with assigned teachers; lead professional development and professional learning community meetings/sessions, co-teach, model teach

Improve the quality of core instruction in all classrooms.

	Use the evaluation system and the communication of high expectations to significantly alter the school's teaching staff to eliminate ineffective or highly effective teachers and/or those who are resistant to change or coaching.
	Use research-based, best practice human capital recruitment, screening, and retention strategies to build the strongest possible instructional support and teaching teams.
	Develop, implement and monitor a school instructional plan aligned to school context and priorities.

Focus students and school-based staff on instructional and academic outcomes by fully implementing the data-driven instructional cycle.

	Hold recurring, skill-based mastery quizzes and track and monitor student progress via mastery tracking spreadsheets and district and school-purchased systems
	Support and monitor teachers' development and implementation of analysis of weekly assessment results and corrective instruction planning and delivery
	Facilitate weekly data conversations between teachers related to student outcomes.
	Provide students with frequent self-reflection and action-planning opportunities on their progress towards grade-level promotion, on-time graduation, and meeting of college admissions requirements that promote student self-accountability.

Develop and implement a research-based, school-wide literacy plan.

	Administer and strategically use results and related resources from NWEA's Measures of Academic Progress Reading and Language Usage assessments.
	Purchase and implement a structured and differentiated (based on Lexile level equivalent score from NWEA Map assessment) Tier 1 and 2 vocabulary curriculum for all students.
	Develop content area (non-ELA) teacher expectations, plans, and capacity to teach and provide students with meaningful, effective, and, where appropriate, differentiated literacy instruction and practice.

George Washington Community High School

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> Recruit and Hire excellent MCLs - Recruit and screen multiple candidates for MCL, Hire four MCLs. Ensure they are on-boarded prior to start of school and ideally in early summer

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> Support and monitor teachers' development and implementation of analysis of weekly assessment results and corrective instruction planning and delivery

> Facilitate weekly data conversations between teachers related to student outcomes.

> Provide students with frequent self-reflection and action-planning opportunities on their progress towards grade-level promotion, on-time graduation, and meeting of college admissions requirements that promote student self-accountability.

Ensure the school is fully staffed prior to the first day of school.

> Leverage district-initiated hiring fairs and personal network to recruit strongest possible candidates.

> Spend significant time monitoring and communicating with HR to ensure selected candidates are onboarded in order for all staff to begin prior to the first day of school.

Address school-wide problems with hallway transitions

> Prepare multiple plans and applications and gain district approval for move to 4x4 , non-alternating block schedule

> Train teachers in line transitions and give regular feedback on implementation

> Use Title funds to purchase 3 Learning Behavior Support positions to minimize loss of previous year's 7 hallway support position allocations.

John Marshall Middle School

Attendance Committee - weekly meetings with attendance team (SWs, GCs, Deans, Attendance Officer) to discuss truant students and plans to bring them into school.
Attendance team will address students with attendance issue affecting graduation.
Student Progress Meetings - Targeted meetings with students in danger of not graduating due to missing credits or not passing ECA tests.
Meeting to address students with missing credit, endanger of failing required classes or not passing ECA
Creation of Twilight Academy for Hybrid Course Recovery for Seniors
Discuss every student in the senior cohort group during weekly admin meetings and identify interventions for improvement
Update student status board - Provide updates on interventions for struggling students
Creation of extended learning program to focus on students struggling with current academic work.
Create extended program for students which are struggling academically

Instructional Coaching
PLC and PDs will work with all staff on effective strategies using Acuity testing data
Walkthroughs by district level coaches
Formative Assessment and Engagement PD - evidenced through lesson plans, classroom walkthroughs, and data talks.
PLC and PDs will work with all staff on effective strategies using Acuity testing data. Individual mentoring of teachers with assistant principals.
Walkthroughs by building administrators and instructional coaches
Disaggregate sub group data
PLC Meetings, Community Agendas and Diagnostic Assessments
Corrective instruction on Early Literacy Skills
Use data to development common plans and assessments
Common lesson plans and common unit plans
Lesson plans and walkthroughs - observation of corrective instruction in practice

John Marshall Middle School

Formative Assessment and Engagement PD - evidenced through lesson plans, classroom walkthroughs, and data talks.

Powerpoint Presentation and Support all teachers - Principal and assistant principals will present and monitor staffs lesson plans and complete walkthroughs

Increasing Classroom Engagement and Gradual release Lesson Planning

PLC and PD with teachers on Engagement and Gradual Release

Classroom Observations - Administrative walkthroughs and follow up with teachers

Instructional Coaching

PLC and PDs will work with all staff on effective strategies using Acuity testing data

District Walkthroughs by district level coaches

Engaging parents in the instructional process. Parents-in-Touch Day- opportunity to connect with parents to discuss student achievement, accountability and how the parent can be involved in their students' class work.

Inform parents of opportunity for Parents-In-Touch in October -

Set a date for an additional Open House/Meet the Teacher for the Spring

Develop Parent Workshops to provide opportunities for parents to learn along with their students

Lew Wallace Elementary School

Literacy Stations K-5

Implement listening station for small groups - Set up listening station for small groups. Ensure that headphones, ipods/computers/tablets, and CDs/recordings are present and functioning.

Implement word work station for small groups - Set up word work station for small groups. Ensure that individual letters, white boards/paper, markers/pencils are present.

Implement writing station for small group - Set up writing station for small group. Ensure that that various types of paper, pencils, crayons, and colored pencils are present.

Implement Read to Partner station Set up Read to Partner station - Ensure that two copies of leveled books are available for student pairs.

Implement 'Read to Self' station - Set up Read to Self-station - Ensure that student book bins or "just right books" are present.

Power Standards

Teachers design & create daily mini-lessons on identified standards - Teachers plan and provide daily mini-lessons on identified standards.

Teachers assess Power Standards weekly - Teachers assess Power Standards weekly.

Teachers evaluate weekly, classroom Power Standards progress - Teachers post and track weekly, classroom Power Standards progress.

Students interpret weekly Power Standards progress - Students track weekly Power Standards progress.

Balanced Literacy

Implement literacy groups in K-6, 30 min. Daily - K-3 students go to Reading Room. Students in grades 4-6 have literacy circles with classroom teachers.

Teachers construct daily lesson plans - Teachers provides mini-lesson.

Produce independent literacy stations - Students participate in independent literacy focused learning stations.

Construct six-trait mini lessons - Teacher provides Six Traits mini-lesson.

Intervention Groups

Arrange ESL teachers co-teach with classroom teachers, pull-out for skill focused development, Newcomer Group, Lexia.

Apply small group instruction to Identified MTSS students based on individual needs - Identified MTSS students received small group instruction based on individual needs.

Implement Flexible Literacy Groups K-6 - Utilize progress monitor data to adjust literacy groups on a bi-weekly timeline

Technology

Employ Lexia in K-6 - A language and literacy intervention program for students to utilize independently.

Implement Reading A-Z in all classrooms - A resource to provide leveled books for readers.

Use Ticket to Read in all grades levels K-6 - A phonics, fluency, and comprehension program for students to utilize independently.

Reading Room

Implement reading room in all grade levels K-6 - Reading Team provides small group instruction for students in grades K-3, based on ability level.

Lew Wallace Elementary School

Data Folders
Construct data folders, and evaluate student growth data within - Students and teachers track progress in a variety of curricular areas.

▓▓
Implement Math Workshop
Professional Development provided by Coaches on Math Workshop Model - Staff will receive training during PLCs and during staff meetings
Weekly Coaching Provided by Coaches - Staff will receive weekly support from coaches in the classroom through modeling, co-teaching, or observation/feedback.
Implement Stations in Classrooms - Staff will set-up and implement stations in their classrooms.
Data Tracking
Data Folders - Students and staff will record data into data folders
Teacher Analysis in PLC Meetings - Teachers will meet weekly for PLCs. Twice a month, teachers will plan interventions and guided math groups using data from assessments.
Classroom Growth Incentives - Incentives will be put in place by staff to reward students who meet growth expectations. This will occur quarterly
Incorporate Technology
Implement Moby Max - Students will use Moby Max as a targeted intervention.
Utilize PIVOT - Students will complete instructional resources as a targeted intervention.
Implement Starfall - Students will use Starfall as a targeted intervention.
Employ Professional Development in data analysis and use of technology - Teachers will receive training on how to find results, add and remove students, and proper implementation of the programs. Instructional
Implement Power Standard Intervention Model
Implement Monthly PLC Data Analysis - Principal, Instructional Coach, and Teachers will meet monthly to analyze data and create intervention groups.
Generate Critical Standards - Teachers will use IDOE Critical Standards document to determine the skills grade levels will use.
Implement Data Tracking
Employ Intervention Planning - Teachers will plan interventions during PLCs and outside of PLCs based on the Power Standard Data.

Lew Wallace Elementary School

School-wide PBIS Plan (Excellence Convocations, Treasure Tower, Excellence Awards, Student of Excellence Program)
Establish PBIS Committee - PBIS Team will meet monthly. Team will assist in creating and running
Complete TIC - Team Implementation Checklist, set of skills, tasks, and activities to guide PBIS Team Implementation
Develop and Implement Excellence Convocation - Quarterly convocations to celebrate excellence in actions, achievement, and attitude
Implement Mustang Market - Monetary behavior system. Students earn mustang bucks, and then can spend those dollars on incentives and positive rewards.
Generate the St. of Excellence - Student of the Month Luncheon
Create Student Ambassadors - Two students from each classroom, selected for excellence in actions. Purpose is to greet new students, teach others about the expectations of the school, and to welcome guests and visitors.
Create Student Council - Governing body of students in grades 3-6. Students meet with Principal monthly to discuss school. SC also sponsors service learning projects throughout the year.
Implement School-Wide Procedures - Clear expectations for all areas of the building. Students and staff expectations
Construct School-Wide Discipline Plan - Common discipline practices at all grade levels. Clip system in K-3, Dojo in all other grades. Think chair, and use of buddy room.
Develop Marvelous Mustang Mania - Monthly celebration for three students from each classroom. Students are recognized for excellence in their attitutde , actions, and achievement. Celebrations occur in the gym and involve fun games... (Cut Off)
Response to Instruction Team/Behavioral Specialist
Implement School-Wide Character Education - Reaching for Tomorrow Character Education Program. 10 week program offered by Boy Scouts of America.
Implement Tier 3 Behavior Groups w/Social Worker & Behavioral Specialist - Behavior modification groups. Reflective groups to discuss anger, coping strategies, and metacognition. 30-60 min weekly
Implement Daily Behavior Tracking Sheets - Daily tracking sheet for students to track and monitor behaviors. Teachers and staff use to document patterns, frequency issues, and to communicate with parents.
Utilize Buddy Room/Think Chair - Time out room for students to cope, calm, or cool off. Think chair is used as a spot for children to reflect.
Behavior Adjustment Center/Code of Conduct/Behavioral Health Partners
Utilize Behavior Adjustment Center - Isolation, and behavior modification
Review and Implement Code of Conduct - Clear expectations and common language
Provide Behavioral Health Services - Counseling and Classroom Behavior Training

Louise B. Russell Jr. Elementary School

Balanced Literacy
Implementing District Balanced Literacy P.D.
Engaging students into daily guided reading groups along with principal walkthroughs, mini and long observations. The literacy coach will also conduct coaching cycles to monitor strengths and areas of growth in this component of the Balanced Literacy Block
Providing differentiated instruction by using... (Cut Off in Plan)
Incorporating IUPUI Student Interns into the... (Cut Off in Plan)

After School ELA Tutoring
Monitoring students who are the most in... (Cut Off in Plan)
Tracking student progress/Tier II Interventions... (Cut Off in Plan)
Incorporating Indy Learning Centers Tutors

Accelerated Reader Program
Engaging all students by having their own account for the reading program with monthly predetermined goals.
Monitor and track student progress... (Cut Off in Plan)
Organize field experiences for students who... (Cut Off in Plan)
Encouraging students to obtain their reading... (Cut Off in Plan)

Learning A-Z
Daily interactive computer based access to online/mobile books and quizzes at 29 reading levels (Raz-Kids), differentiated instruction via Reading A-Z, and Vocabulary development and enrichment via Vocabulary A-Z during Guided Reading Blocks.
Monitor and track student progress

Incorporating the Gradual Release teaching model into math curriculum and instruction
Ongoing PD sessions for teachers to learn gradual release model
Applying the gradual release model into curriculum and instruction
Monitoring implementation of gradual release model with walkthroughs conducted by the Principal and Coaches.
Creating interactive stations

Louise B. Russell Jr. Elementary School

Teachers will use textbooks less. Replacing with Reflex Math, LearnZillon, and Khan Academy online videos, practice, and lessons.	
	Ongoing PD sessions for teachers focused on varied instructional practices
	Utilizing online programs and resources as an academic support within practice, lessons, and curriculum.
	Principal will conduct mini and long observations, as well as, walk-throughs to monitor implementation. Math Coach will also conduct coaching cycles to monitor areas of strengths and opportunities.
Implement Common Assessments	
	Common assessments for grades 3-6.
	Teachers will discuss data with students, grade assessments together, and students will track their progress in their data folders.
	Data discussions will be held during PLC's
Instituting Engage New York in grades 3-6 math curriculum	
	Developing the math curriculum with the provided resources and lessons.
After School Tutoring	
	Students who are the most in need of additional support
	Monitor and track student progress/Tier II Intervention
Creating Math workshop/Stations	
	Professional Development provided by Coaches on Math Workshop Model
	Weekly Coaching Provided by Coaches
	Implement Stations in Classrooms
Tribes Learning Community Professional Development	
	Tribes Learning Community Staff PD
	Restorative Justice Practices
	Bus Drivers Tribes Learning Community Training
	Climate Audit
Cultural Competency Monthly meetings and newsletter	
	Act Out and NED Show Performances
	Restorative Practices P.D.
	Peer Mediator Training
	Restorative Circles and Social/Emotional Class Presentations

Louise B. Russell Jr. Elementary School

Tribes Shopping Day	
	Encouraging positive behavior

Northwest Community High School

Monitoring of participation, performance and discipline data of grade level cohorts by a graduation coach to advise appropriate interventions so that students graduate on time.

A District provided Graduation Coach will monitor participation, performance, attendance and discipline data of grade level cohorts to advise on appropriate interventions so that students graduate on time.

Sped. Teachers will meet with 2016-2017 Cohorts to discuss their current academic status. Teachers will serve as student mentors.

Identify students for afterschool tutoring and Saturday School for extended hours of instruction.

Assign students to after school tutoring - Extended time for mastery learning

Progress Monitor cohort academic reports - Verify cohort academic progress

Create Success periods - Sped/Reg Teachers will meet with 2016-2021 Cohorts to discuss their current academic status and mentor students for academic success.

Strategically place students in the correct Success class to meet their individual needs

Align Success period curriculum to meet global high stakes testing objectives

Review credits and grades at the end of each nine weeks to make any modifications or adaptations to complete their requirements.

Provide teachers with grade distribution reports and class progress reports - Review of campus grade distribution by teacher and students

Adjust student schedules to meet graduation requirements - Review and realign schedule

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Ensure that rigorous instruction is provided in every classroom

Monitor Teacher Intervention plans - Evaluators will Collaboratively calibrate of observed instruction feedback to teachers

Ensure PLC supports direct instruction and gradual release of responsibility

Ensure Success period curriculum is aligned to student needs for targeted individual ECA prep instruction

Place students who are off track in the regular education setting into the Pioneer Education Enhancement Program

Ensure the SIOP® (Sheltered Instruction Observation Protocol) Model is being implemented by at least 40 % of all teachers

Monitor the progress of the planning and implementation of District provided PD for SIOP® (Sheltered Instruction Observation Protocol) Model - All teachers will be professionally developed in SIOP methods and strategies for enhancing ESL learning experiences in all classrooms.

Monitor the progress of the planning and implementation of SIOP® (Sheltered Instruction Observation Protocol) Model in all classes - All teachers will be professionally developed in SIOP methods and strategies for enhancing ESL learning experiences in all classrooms.

Ensure that students are placed into Tiered 30 minute daily Success classes for targeted, individualized corrective or enrichment instruction.

Correctly place students in tiered Success periods based on their individual needs - Direct Instruction and Corrective Instruction PD

and implementation

Monitor the Success classes for fidelity implementation of curriculum - Direct Instruction and
Corrective Instruction PD
and implementation

Ensure that rigorous instructional offerings are provided in every classroom

Progress monitor Teacher Intervention plans

Ensure PLC supports direct instruction and gradual release of responsibility

Ensure Success period curriculum is aligned to student needs for targeted individual ECA prep instruction

Place students who are off track in the regular education setting into the Pioneer Education Enhancement Program

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Ensure that students are placed into Tiered 30 minute daily Success classes for targeted, individualized corrective or enrichment instruction.

Correctly place students in tiered Success periods based on their individual needs

Monitor the Success classes for fidelity implementation of curriculum

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Provide culturally competent PD with Dr. Jackson

Ensure 100% of staff have been trained in PBIS - Refresher PD for previous staff and ensure new staff have received PBIS training and expectations

Ensure 100% participation in Staff professional development with Dr. Jackson - BUILDING LEVEL PD with Dr. Jackson, "Don't kick them out!" designed to build relationships and keep kids in the class.

Placement of students who are off track academically or with excessive referrals in the regular education setting into the Pioneer Education Enhancement Program - Evening school- alternative to placing kids out of school

Monitor the planning and implementation of Positive Based Intervention Supports for the building

Provide refresher training for veteran staff and training for new teachers to ensure they understand the NW PBIS expectations and Pioneer bucks - Classroom management models, Instructional strategies and relationship building

Review referral and OSS data to identify teachers and students who need additional support - Tiering of students and teachers to individualize plans for their needs

Wendell Phillips Elementary School

Implement Opportunity Culture Framework to increase the reach of effective teachers

- Hire a Multi-Classroom Leader (MCL) position and Aspiring Teacher to support teachers in grade
- MCL will conduct walkthroughs to ensure effective instructional practices are being implemented with fidelity
- MCL will support teachers (as needed) through coaching cycles based on walkthrough data.

Implement content specific PLC's to review student progress monitoring data and plan intentional instruction based on student need

- I Develop and implement PLC agenda aligned with Data Meeting framework
- Schedule ELA specific PLC's weekly - PLC meeting days and times will be assigned to each grade level teaching team
- Create PLC agenda's with focus on IREAD 3 and RAPS360 data to discuss best practices for effective instruction
- Gradually release PLC facilitation to grade level teachers from principal/instructional coaches

Provide Professional development on engaging students of poverty with more effective instructional strategies

- Engage in book study "Engaging students with Poverty in Mind" by Eric Jensen
- Conduct walkthroughs to see evidence of engagement strategies being implemented and increased student achievement

Implement Opportunity Culture Framework to increase the reach of effective teachers

- Hire a Multi-Classroom Leader (MCL) position and Aspiring Teacher to support teachers in grades 4-6
- MCL will conduct walkthroughs to ensure effective instructional practices are being implemented with fidelity
- MCL will support teachers (as needed) through coaching cycles based on walkthrough data.

Implement content specific PLC's to review student progress monitoring data and plan intentional instruction based on student need

- Develop and implement PLC agenda aligned with Data Meeting framework
- Schedule Math specific PLC's weekly; vertical monthly
- Create PLC agenda's with focus on common assessment and benchmark data to develop and implement effective instruction
- Gradually release PLC facilitation to grade level teachers from principal/instructional coaches

Provide professional development to increase knowledge of gradual release and mastery learning

- Provide PD to teachers on the gradual release and mastery learning concepts - Embed professional development to teachers in the four domains of gradual release during PLC' instructional plan development
- Review Lesson Plans for use of gradual release and mastery learning in instructional planning
- Conduct walkthroughs to progress monitor teacher implementation of concepts

Provide Professional development on engaging students of poverty with more effective instructional strategies

- Engage in book study "Engaging students with Poverty in Mind" by Eric Jensen
- Conduct walkthroughs to see evidence of engagement strategies being implemented and increased student achievement

Departmentalize staff in grades 4-6 to increase understanding of math standards and 8 mathematical practices

- Departmentalize teachers in grades 4-6 to allow specific focus on math instruction.
- Content specific PLC's will focus on deconstructing standards and teaching content conceptually
- MCL will support teachers (as needed) through coaching cycles based on walkthrough data.

Wendell Phillips Elementary School

Implement Positive Behavior Interventions and Supports at the Tier 1 Level
Create common area rules and teach to staff and students
Create and implement school-wide reinforcement schedule for students and staff
Implement Positive Behavior Interventions and Supports at the Tier 2 Level through use of Check in/Check Out
Analyze discipline data monthly to determine students needing additional behavioral supports at the Tier II level
Identify select staff to serve as Check In/Check Out mentors
Progress monitor CICO data to make adjustment to Tier I practices - CCS will facilitate PBIS team review of CICO data to determine effectiveness of intervention
Coordinate supports with MTSS team for students needing Tier II or III interventions - CCS will work with MTSS Team to be more efficient in preventing student misbehavior and responding to students needing behavioral supports
Engage staff in book study "Engaging Students with Poverty in Mind" by Eric Jensen to increase understanding of best practices to engage students in learning
Create schedule for reading book and engaging in active reflection within small teacher-led groups
Review teacher lesson plans for evidence of best practices learned
Conduct classroom walkthroughs for evidence of best practice implementation
Implement Community Meeting Framework to increase student conflict resolution skills
Attend Morning Meeting Framework PD at Peace Learning Center
Implement Morning Meeting daily - Teachers will conduct morning meetings daily to support conflict resolution skills
Conduct classroom walkthroughs for evidence of best practice implementation - Admin, instructional coaches, and CCS will conduct walkthroughs of classrooms to look for implementation of strategies and practices learned from book study to engage students

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Guided Reading

- Provide Guided Reading PD and Implementation Guidance - Teachers will learn the structure and importance of GR and its implementation.
- Introduce Leveled Bookroom/LBR (Use of leveled text) - Teachers will be trained on how to use and select leveled text from the LBR for implementation of practice.
- Provide Differentiated Guided Reading Groups PD - Teachers will learn how to create reading groups based on data and students' reading levels.
- Provide Metacognitive Skills and Strategies PD - Teachers will begin explicitly teaching reading strategies and skills on a cycle basis.
- Conduct Guided Reading Observations & Provide Feedback - Weekly routine walkthroughs will be conducted in an effort to better understand and monitor the implementation of GR. Teachers will receive feedback from coaches and administration.

Mastery Learning Cycle

- Introduce Mastery Learning Cycle & Provide Continuous Support - PD will be offered around how to implement the Mastery Learning Cycle into daily practice. This will also include PD around the deconstruction of ICCR standards.
- Create Instructional Cycles - Instructional and TZ Coaches and Administration will develop instructional cycle schedules for the SY to better determine academic pacing and standards' alignment.
- Create Formal Assessments PD - The Instructional Leadership Team will create pre and post assessments that align with our instructional cycles.
- Monitor Evidence of MLC components in Lesson Plans - Monitoring of lesson plans with feedback will be given around components of MLC.
- Monitor Mastery Learning Cycle and Provide Feedback - Walkthroughs with feedback will be given around the implementation of the MLC. Feedback will be timely.

Gradual Release Model

- Provide Gradual Release PD amd Implementation Support - Teachers will meet with Instructional Coaches for PD during Coaches' Corner and Staff Meetings.
- Provide Gradual Release Monitoring and Feedback - Administration and Instructional Coaches will conduct walkthroughs and monitor lesson plans related to the GRM. Timely feedback will be given to teachers for improvement or maintenance of practice.
- Create Lesson Plans with Evidence of GR - Teachers will begin writing LPs to include the components of the GRM.

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Math Workshop

Provide Math Workshop PD - Teachers will receive PD on Math Workshop.

Ensure Math Workshop Implementation - Teachers will implement the Math Workshop Model, to include all components.

Provide Observations and Feedback - Observations and walkthroughs during the Math block will be conducted, with timely feedback given to teachers.

Mastery Cycle Implementation

Introduce Mastery Learning Cycle & Provide Continuous Support - PD will be offered around how to implement the Mastery Learning Cycle into daily practice. This will also include PD around the deconstruction of ICCR standards.

Use research-based, best practice human capital recruitment, screening, and retention strategies to build the strongest possible instructional support and teaching teams.

Develop, implement and monitor a school instructional plan aligned to school context and priorities.

Math Professional Development

Ensure Data Disaggregation - Teachers and Administration will analyze current and previous years' data.

Ensure Vertical Articulation/Collaboration from Teachers - Teachers across grade levels will collaborate with their colleagues above and beneath them around math, math practice, and data.

Provide Tailored PD - Based on walkthroughs and feedback, tailored PD will be provided for teachers.

Instructional Coaching

Ensure Observations and Feedback from Administrators - Ongoing walkthroughs, observations, and feedback will be given to teachers to determine trends and patterns for instructional support.

Ensure Gallery Walks for Teachers - Teachers will be partnered with colleagues and will have the opportunity to visit one another's classrooms.

PBIS Implementation (SHAPE)

Identify PBIS Committee - Administration will identify a PBIS team for the SY

Create PBIS Handbook (SHAPE) - PBIS Committee will create a PBIS handbook for staff and implementation

Establish BIG Event Dates - PBIS Committee will establish BIG Event dates for students to celebrate their good behavior

Monitor and Provide Feedback on PBIS Implementation - Administration and PBIS team members will meet with teachers and staff to gauge the effectiveness and progress of PBIS and its implementation

Improve the quality of core instruction in all classrooms.

Use the evaluation system and the communication of high expectations to significantly alter the school's teaching staff to eliminate ineffective or highly effective teachers and/or those who are resistant to change or coaching.

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Use research-based, best practice human capital recruitment, screening, and retention strategies to build the strongest possible instructional support and teaching teams.
Develop, implement and monitor a school instructional plan aligned to school context and priorities.
Focus students and school-based staff on instructional and academic outcomes by fully implementing the data-driven instructional cycle.
Hold recurring, skill-based mastery quizzes and track and monitor student progress via mastery tracking spreadsheets and district and school-purchased systems
Support and monitor teachers' development and implementation of analysis of weekly assessment results and corrective instruction planning and delivery
Facilitate weekly data conversations between teachers related to student outcomes.
Provide students with frequent self-reflection and action-planning opportunities on their progress towards grade-level promotion, on-time graduation, and meeting of college admissions requirements that promote student self-accountability.