



**Community Engagement Report  
Updated April 18, 2012**

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## **Students:**

1. **Initial Community Forums:** CSUSA conducted initial community forums in September. During this time, an open forum was facilitated at each TSO School and students were invited to attend the events. Please see the event dates below.
  - September 19<sup>th</sup>- Thomas Carr Howe Community High School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School
  
2. **Student Focus Groups:** Representatives from CSUSA facilitated student focus groups at all schools during the month of November. Each group was created by building administrators and consisted of a cross section of the school's student population. The date of each meeting is listed below.
  - November 2<sup>nd</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School
  - November 3<sup>rd</sup>- TC Howe High School
  - January 25<sup>th</sup>- TC Howe High School
  - January 26<sup>th</sup>- Emma Donnan Middle School
  - January 27<sup>th</sup>- Manual High School
  
3. **Community Expo Meetings:** CSUSA facilitated Community School Expos during the second week of December. All students, parents, faculty, and community members were invited to attend the event that encompassed special announcements and information about curricular programs. The date of each Expo is listed below.
  - December 12<sup>th</sup>- Emma Donnan Middle School and Emmerich Manual High School (Held at the Senior Center)
  - December 13<sup>th</sup>- Thomas Carr Howe Community High School (Held at the Christian Park Family Center)
  
4. **Enrollment/Registration Information Sessions:** CSUSA held a presentation session during school for students who were interested in learning more about their choices, the course offerings, and programs that will be available at the turnaround school next year. A short question and answer session was held following the assemblies.
  - Emma Donnan Middle School- 7<sup>th</sup> Grade and an 8<sup>th</sup> Grade Assemblies
  - Manual High School- 9<sup>th</sup>-11<sup>th</sup> Grade Assemblies
  - Howe High School- 7<sup>th</sup>-11<sup>th</sup> Grade Assemblies
  
5. **Lunchroom Information Tables and Flyers:** Students have the opportunity to learn more about the plan for each school for the upcoming year. They are able to ask questions and receive enrollment documents to take home to their parents. This is an ongoing activity.

## **Families:**

1. **Initial Community Forums:** As discussed above, CSUSA conducted initial community forums in September. An open forum was facilitated at each TSO school and families were invited to attend the events. Please see the event dates below.
  - September 19<sup>th</sup>- Thomas Carr Howe Community High School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School
  
2. **Parent communication through email, mail, and phone contact:** Throughout the months of August through December, CSUSA Turnaround Team Members have made numerous phone calls to parents. This communication has been utilized to answer questions, respond to feedback, as well as invite as parents and families to upcoming events. Additionally, representatives also have spent a great deal of time utilizing email to correspond with parents. Similar to the phone communication, emails were sent to follow up with parents, answer questions, respond to feedback, and invite parents and families to upcoming events. Additional follow up continues and these forms of communication are being utilized to maintain communication since January.

The CSUSA Turnaround Team collaborated with the Parent Liaison at Manual High School in February to include an article in the monthly newsletter that goes home to all parents.

During the week of January 23<sup>rd</sup>, a direct mailing went out to families in IPS to provide them with information about the programs we will offer at each of the three turnaround school during t he 2011-2012 school year. It included contact information as well as how to enroll their child.
  
3. **Parent Focus Groups-** Members of the CSUSA Indianapolis Turnaround Team met with parent focus groups at each TSO School during the month of November.
  - November 1<sup>st</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School
  - November 3<sup>rd</sup>- Thomas Carr Howe Community High School
  
4. **Community Expo-** CSUSA conducted Community School Expos during the month of December. Parents and families were one of the many groups who were invited to attend the events.
  - December 12<sup>th</sup>- Emma Donnan and Emmerich Manual High School (Held at the Senior Center)
  - December 13<sup>th</sup>- Thomas Carr Howe Community High School (Held at the Christian Park Family Center)
  
5. **Enrollment Registration Events-** CSUSA presented at each of the school Enrollment Events. Additionally, an information booth was set up to provide

information, register students, and answer questions for parents and students. During the following week, a booth was set up in the cafeteria one day during lunch to provide students with information if they were not able to attend an Enrollment Event.

- January 11- Emma Donnan Enrollment Event
  - January 12- Manual High School Enrollment Event
  - January 16- Howe High School Enrollment Event
6. **Parent Enrollment Calls-** Charter Schools USA received a list from IPS of about 1600 students that either choose to stay at one of the turnaround schools or defaulted into one of the turnaround schools. Calls to these parents began April 6<sup>th</sup> to confirm each students' enrollment. The calls are still ongoing today.
  7. **Enrollment Sessions and Fashion Show-** During a special enrollment session for parents, students put on a fashion show to present the uniform options for next year. Students will have the opportunity to provide input on the uniforms and the fashion show was an opportunity to show these possibilities to parents.
    - March 26- TC Howe High School from 5:00-7:00 p.m.
    - March 27- Manual High School from 5:00-7:00 p.m.
    - March 28- Emma Donnan from 5:00-7:00 p.m.

#### **Teachers:**

1. **Initial Community Forums-** Many teachers from each TSO School participated in the community forums which were facilitated by Charter Schools USA in September.
  - September 19<sup>th</sup>- Thomas Carr Howe Community High School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School
2. **Faculty Meetings with TSO Schools:** CSUSA met with each TSO faculty during the month of September. Each school meeting was facilitated in small groups which were conducted after school or during faculty planning time.
  - September 26<sup>th</sup>- Thomas Carr Howe Community School
  - September 27<sup>th</sup>- Emmerich Manual High School
  - September 28<sup>th</sup>- Emma Donnan Middle School
3. **Faculty Focus Groups:** Members of the CSUSA team conducted focus groups with faculty members from TSO Schools in early November. Email invitations were forwarded to all principals prior to the meetings. These invitations were used to invite teachers to participate in the focus groups.
  - November 1<sup>st</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School
  - November 3<sup>rd</sup>- Thomas Carr Howe Community High School
  - November 4<sup>th</sup>- Saturday Open Forum For Faculty and Staff (Off campus)

4. **Meetings with School Administrators:** Prior to meeting with students, parents, faculty, and community members, members of the CSUSA Indianapolis Team met with all TSO administrators to introduce CSUSA and to describe the turnaround timeline. Also, during the meeting all administrators were divided into small groups and had the opportunity to interact, discuss with, and provide feedback to turnaround team members. This meeting was held on September 19<sup>th</sup> at Thomas Carr Howe Community High School.
  
5. **Follow up communication through email:** Throughout the Assessment Year, members of the CSUSA Indianapolis Turnaround Team have utilized email in order to maintain communication with TSO faculty, staff, and school administration. Emails have been utilized to advertise upcoming events, answer questions, and provide follow up to suggestions, concerns, and feedback. This method of communication will continue to be utilized throughout the Assessment Year.
  
6. **Community Expo Meeting:** Faculty, staff, and administration were one of the groups who were invited to attend the TSO School Expos in December. Many participated and were excited about the announcements and curricular programs which were made during the event.
  - December 12<sup>th</sup>- Emma Donnan Middle School and Emmerich Manual High School ( Held at the Senior Center)
  - December 13<sup>th</sup>- Thomas Carr Howe Community High School (Held at the Christian Park Family Center)
  
7. **Observations within the school and classrooms:** Since December, The CSUSA Turnaround Team continues to conduct regular observations in the classrooms of each school. These visits are unannounced and provide an opportunity for faculty and staff to build relationships by engaging in communication with the various members of the team. Flyers are available for interested teachers and staff personal to keep them informed about upcoming hiring events and enrollment sessions. Visibility within the schools continues to be a benefit for current employees to become comfortable with the team members so that they can ask questions and share information about themselves and their classrooms.
  
8. **Job Fairs and Leadership Assessment Centers (LAC):**
  - January 11 & 12- Job Fairs at the Southeast Community Services Center from 5:00-8:00 p.m.
  - February 7- Job Fair at Ivy Tech Community College from 5:00-8:00 p.m.
  - February 8- Job Fair in South Bend from 12:00-3:30 p.m.
  - February 9- Leadership Assessment from 5:00-10:00 p.m.
  - February 27- Job Fair at Ivy Tech College from 5:00-8:00 p.m.
  - February 28- Leadership Assessment from 5:00-10:00
  - February 29- Job Fair at Ivy Tech College from 5:00-8:00 p.m.
  - March 26- Job Fair at the Urban League from 3:00-8:00 p.m.

- March 27- Leadership Assessment from 5:00-9:00 p.m.
- March 28- Job Fair at the Urban League from 3:00-8:00 p.m.

**9. Teach For America Hiring Fair:** CSUSA has partnered with Teach For America to place some of their teachers at the three turnaround schools. CSUSA will participate in Teach For America's hiring fairs in order to select the teachers that will join the team.

- February 18- Job Fair at Charles A. Tindley Accelerated School from 9:00 a.m.-3:00 p.m.
- March 14- Job Fair at Challenge Foundation Academy

### **Community Members:**

- 1. Initial Community Forums:** Community Members encompassed many of the participants who attended the September community events which were held at each TSO school.
  - September 19<sup>th</sup>- Thomas Carr Howe Community School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School
- 2. Communication through phone calls and follow up emails:** Throughout the Assessment Year, members of the CSUSA Indianapolis Turnaround Team have utilized phone calls and email to set up meetings, follow up with community members, answer questions, and provide feedback regarding suggestions. Both forms of communication have been extremely successful and will continue to be utilized throughout the Assessment Year.
- 3. Communication through Multi Media:** Throughout the Assessment Year, members of the CSUSA Turnaround Team have utilized multiple forms of media to provide community updates, awareness, information, and invitations to community events. Several members have appeared on the "Amos Brown Radio Show," have been quoted in local newspaper articles, the Indianapolis Star and have also been on local television and news shows. Additionally, Jon Hage, (CSUSA's CEO) has appeared on National Public Radio, the "Amos Brown Show" and attended the December 12<sup>th</sup> Emmerich Manual/Emma Donnan Community Expo. Also, once the new principal for TC Howe was named, she appeared on the "Amos Brown Show". There were also a few articles in local newspapers covering the announcement. Finally, as student recruitment continues, CSUSA utilizes radio, TV, and newspaper spots to advertise enrollment in the turnaround schools.
- 4. Community Focus Group Meetings:** Members of the CSUSA Indianapolis Turnaround Team facilitated Community Focus Groups at each TSO School during the month of November. Representatives from several community partners participated in these meetings.
  - November 1<sup>st</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School

- November 3<sup>rd</sup> – Thomas Carr Howe Community High School
5. **Meetings with Individual Community Groups:** Throughout the Assessment Year members of the CSUSA team have individually met with several community groups. Please see below for specific meeting dates:
    - September 26<sup>th</sup>- Stand for Children (M. Kareega Raush)
    - October 20<sup>th</sup>- FFA Convention and Bruce Bye from the STARR Committee
    - October 21<sup>st</sup>- Teach For America (Brandon Brown)
    - November 18<sup>th</sup>- Indianapolis Urban League (Jim Boyd)
    - November 18<sup>th</sup>- Community Health (Dan Hodgkins)
    - November 18<sup>th</sup>- Manual Alumni Group
    - November 18<sup>th</sup>- NAACP (Joy Mason)
    - November 18<sup>th</sup>- Christian Parks Association (Ann Holey)
    - November 18<sup>th</sup>- Stand for Children (Veronica Lucena)
    - December 1<sup>st</sup>- SEND (Angie Calvert and team)
    - December 1<sup>st</sup>- STARR Academy Advisory Chair (Bruce Bye)
    - December 1<sup>st</sup>- Christian Park Association (Ann Holey)
    - December 13<sup>th</sup>- IVEY Tech
    - December 13<sup>th</sup>- Woodrow Wilson Foundation with Indiana University and IUPUI
    - December 13<sup>th</sup>- Future STARR Advisory Committee (Led by Bruce Bye)
  6. **Community Expo Meeting:** Numerous community members participated in the community expos which were facilitated in December by the CSUSA Indianapolis Turnaround Team. In fact, the Howe Alumni Association had a booth at the December 13<sup>th</sup> event, and Bruce Bye spoke about the new Agricultural Program during the December 12<sup>th</sup> Community Expo.
    - December 12<sup>th</sup>- Emma Donnan and Emmerich Manual High School (Held at the Senior Center)
    - December 13<sup>th</sup>- Thomas Carr Howe Community School (Held at the Christian Park Family Center)
  7. **Agriculture Sciences Advisory Planning Meeting:** CSUSA brought on Byron Ernst as the director of our Agriculture Science Academy. He began to lead planning meetings to work out how this program will take shape at each of the three schools.
    - March 27- Committee meeting at Hilton Garden Inn from 4:30-6:00 p.m.
  8. **Community Partner Meetings:** Because there are so many community organizations that have expressed interest in supporting one of the three turnaround schools, it became necessary to host larger meeting with everyone involved. These monthly meeting are an opportunity to update partners on our progress and begin to decide on what partnerships will look like.
    - February 28- Meeting at Southeast Community Center
    - March 26- Meeting at Southeast Community Center

**Future Events:**

- April 23, 24, & 25- Agriculture Science Academy Information Session for students at each school.
- April 23 & 25- Job Interviews for Faculty and Staff
- April 24- CSUSA Leadership Assessment Center
- Ongoing Parent Information Sessions at each school





# The Future is Now!

## Community Partners Meeting

A discussion on how we can work together.

### Who should attend?

All Community Partners associated with Emma Donnan Middle School, Emmerich Manual High School and TC Howe Community High School.

### Date, Location:

April 23rd at 7pm  
Southeast Community Services  
901 Shelby Street, 2<sup>nd</sup> Floor Senior Ctr.  
Indianapolis, IN 46203

### Contact/RSVP:

Ms. Agnes Ikhiobe Aleobua  
Principal  
TC Howe Community High School  
Email: [aaleobua@tchowehighschool.org](mailto:aaleobua@tchowehighschool.org)  
Phone: (317) 903-5366

Monthly meeting to answer questions the community partners associated with Emma Donnan Middle School, Emmerich Manual High School and TC Howe Community High School may still have about the turnaround process.

### Discussion Topics:

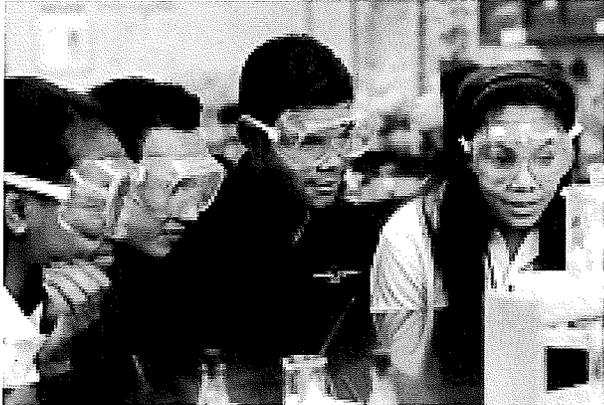
- Services currently provided to our schools
- Continuation of services
- Opportunities for new partners



THOMAS CARR HOWE  
Community High School







# Shock & Awe

**of Agricultural Science!**

**Learn more about the Agricultural Science Academy serving T.C. Howe High School students** as an institution whose mission is to educate through research, hands-on applied activities and supervised internship experiences that through rigor and relevance will empower students to be successful as lifelong learners in secondary, postsecondary, entrepreneurship, industry, and leadership settings. We are excited to announce we will be having an Agricultural Science After School Shock and Awe at your school on **April 24 from 2:45pm-4:30pm in the cafeteria.**

Come spend time with us after school and learn what this exciting program can do for you. We will be doing exciting, fun, and hands-on science labs in the context of agriculture, food, horticulture, and animal science. You will not want to miss the Shock and Awe of Science in action! We will have an hour and a half program set up in 15 minute rotating stations with time built in to rotate.

### **It will look like this:-**

- 15 minutes: overview of the Agricultural Science Academy with pictures! •
- 15 minutes: horticulture science hands-on lab! •
- 15 minutes: animal science hands-on lab! •
- 15 minutes: food science hands-on lab! •
- 15 minutes: agricultural science technology hands-on lab! •

**Join us for the Shock & Awe of Agricultural Science!**  
**April 24 from 2:45pm-4:30pm.**

For more information email  
[bernest@charterschoolsusa.com](mailto:bernest@charterschoolsusa.com) .



**THOMAS CARR HOWE**  
Community High School





**Response to the  
Indiana Department of Education:  
  
Theodore Roosevelt College and  
Career Academy  
Community and Family Partnerships**

**Submitted to:**

Mr. Jim Larson  
Director of School Improvement  
and Turnaround  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis, Indiana 46204

**Submitted by:**

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## Community and Stakeholder Feedback

### Evidence Base

| Methodology                         | Data source             | Analysis   | Time frame/Dates   | Upcoming meetings/forums   |
|-------------------------------------|-------------------------|--|--|--|
| Focus Groups                        | Students                | Analysis of transcribed notes of focus group questions/responses | 11/30/11<br>12/1/11  |  |
| Focus Groups and Community Meetings | Parents                 | Analysis of transcribed notes of focus group questions/responses | 9/14/11<br>10/24/11<br>10/25/11<br>12/20/11<br>11/2/11<br>1/4/12<br>1/17/12<br>1/31/12<br>2/13/12<br>2/14/12<br>2/23/12<br>2/28/12<br>3/29/12<br>4/17/12<br>4/18/12  | 4/27/12<br>5/7/12<br>5/8/12<br>5/9/12<br>5/15/12<br>5/16/12<br>5/17/12 |
| Focus Group                         | Faith Based Community   | Analysis of transcribed notes of focus group questions/responses | 11/2/11<br>12/6/11   |  |
| Individual Meetings                 | Community Organizations | Analysis of transcribed notes of focus group questions/responses | 9/14/11 2 school board members and 2 legislative members<br>11/2/11 Community leaders<br>1/5/12<br>1/9/12<br>1/11/12<br>1/17/12<br>1/31/12<br>2/13/12<br>2/14/12<br>2/23/12<br>2/28/12<br>3/2/12<br>3/12/12<br>3/13/12<br>3/27/12<br>3/28/12<br>3/29/12<br>4/11/12 |  |
| Individual Meetings                 | Business Partnerships   | Analysis of transcribed notes of focus group questions/responses | 11/2/11:Community leaders<br>12/20/11:Community leaders<br>1/5/12<br>1/9/12<br>1/11/12<br>1/17/12<br>1/31/12<br>2/13/12  |  |

|              |                          |  |   |  |
|--------------|--------------------------|--|---|--|
|              |                          |  | 2/14/12<br>2/23/12<br>2/28/12<br>3/2/12<br>3/12/12<br>3/13/12<br>3/27/12<br>3/28/12<br>3/29/12<br>4/11/12 |  |
| Focus Groups | Faculty and staff        | Analysis of transcribed notes of focus group questions/responses | 9/14/11 Teachers<br>11/28/11-11/29/11 School staff<br>12/19/11-12/20/11 School staff                      |  |
| Survey data  | Staff, parents, students | Analysis of survey results, provided via survey link             | 1/16/12-2/22/12   |  |

## Major Findings

- Community and business partner involvement at Theodore Roosevelt provides support for stakeholders, including students, parents, and staff members.
- Tutoring – At least four surveyed community and business partners provide services to students. These included assistance with regular coursework and targeted tutoring prior to cumulative state tests in the spring. There was no available data about the effectiveness of any single tutoring program or the relative achievement of students receiving tutoring services against students who did not participate in tutoring.
- Mentoring – At least five surveyed community and business partners offer some form of mentoring program to Theodore Roosevelt students. Some mentoring programs and sponsoring organizations seeks to use mentoring to promote character development; at least one aims to connect students with mentors working in a career or field of interest.
- Scholarships/Financial Aid – At least four surveyed community and business partners offer college scholarships for which Theodore Roosevelt students may be eligible to apply.
- Educational Programs/Workshops – At least six surveyed community and business partners offer educational workshops and products to students.
- Health – At least two surveyed community partners, Indiana Parenting Institute and NWI Parent Community Academy, offered workshops and resources to support the physical and emotional well-being of Theodore Roosevelt students. In both cases, the resources relate to specifically to the development of parenting skills. There were no surveyed partners that claimed to provide direct health care.
- Contests – At least two surveyed community and business partners, the Barden Foundation and the National Theodore Roosevelt Alumni Association, sponsor contests for Theodore Roosevelt students. Both organizations said the contests offered students the opportunity to develop and demonstrate advanced thinking and presentation skills.
- Classroom visits – At least two surveyed community partners, D.A.D.S. and One Church/One School, work directly with students and teachers in classrooms. They did not provide details about what this work entails or any data to demonstrate the effect of such visits on student achievement.
- Hall monitoring – At least two surveyed community partners, D.A.D.S. and One Church/One School, provide general security support by assisting with monitoring hallways during arrival, dismissing, and/or between class periods.
- PTA meetings - At least two surveyed community partners, D.A.D.S. and One Church/One School, attend PTA meetings to collect information about school activities. They did not provide information about what is done with that information.
- Career exploration – At least four surveyed community and business partners offer resources dedicated to educating students about different career paths and opportunities. These programs include mentorships by established professionals, workshops discussing different career paths, and career days.
- Materials & equipment – At least three surveyed community and business partners provided materials directly to the school for use by students. Gary Junior Reserve Officer Training Corps donated uniforms, equipment, and materials to be used specifically for that program. The National Theodore Roosevelt Alumni Association purchased uniforms for the men's basketball team. The Calumet Regional Archives has donated materials to the school's library.

- Resources for Parents – At least three surveyed community and business partners offer programs that support parent involvement and improving parent support of student achievement.

### **Summary of Focus Groups**

Input from key stakeholder groups is required to develop the most complete understanding of the school community possible. EdisonLearning has been working to capture the perspectives of students, parents, teachers, and community members through a variety of means including observations, focus groups and meetings.

More than 30 focus groups were held throughout November and December, 2011. The purpose of the focus groups was to gather student, teacher, parent and community member perceptions regarding the current strengths and challenges of the school. The statements below were summarized from the transcribed notes from each focus group. Complete transcriptions of the focus groups can be found in the Quality Analysis Report in the Phase 1 report submission. The Clergy Focus group feedback was gleaned from two sessions, one in November and one in December.

Community meetings to support the understanding of the School Turnaround and to garner feedback have been in process and will continue throughout the engagement. Two Community meetings were held in September. Nine additional community meetings have been scheduled across December, January and February in three locations in order to ensure easy access for the community. The locations are the DuBois Public Library, the Gary Neighborhood Services and the St. Timothy Community Church. The schedule affords varied options on timing in order to provide a morning option (10:30-noon), a late afternoon option (4:00-5:30 pm) and an early evening option (5:30-7 pm). Because initial responses to the library location were not meeting expectations, the locations were revisited and revised with feedback from partners.

Initially, a flyer announcing the open Community meetings, to be hosted at the local library, were mailed to 61 local churches. Each envelope contained a cover letter describing the EdisonLearning request for both the announcement of the meeting options to the church congregation and the distribution of the flyers. Communication to the Gary media outlets about the schedule of community meetings is made on the Friday prior to the meetings. The EdisonLearning Communications Department will provide a reminder to each outlet the day before each of the scheduled meetings. In addition, ads in the 411 and The Crusador have been purchased to assist in getting the word out into the community. Flyers have been mailed to the parents homes. EdisonLearning worked with the Gary Housing Authority for flyer distribution support to assist in reaching the Theodore Roosevelt parents in the Dorie Miller and Delaney housing complexes.

Todd McIntire, EdisonLearning's Senior Vice President for Operations, made two live one-hour appearances on WLTH's *The Advocates* radio program. *The Advocates* is hosted by Eve Gomez and attorneys Tony Walker, Trent A. McCain, and Richard Leverett on Friday mornings from 6:00 to 9:00 AM. The program covers topics of community interest in the Gary region. During his appearances, Mr. McIntire updated the community on EdisonLearning's work with and plans for Theodore Roosevelt High School, took listener calls and informed listeners about additional opportunity to provide input through upcoming community meetings. Opportunities such as these will continue to be utilized to improve communications.

Vanessa Ronketto made a live appearance on the talk show of Audrey Bartholomew. Audrey hosts a radio show on WLTH, called "The Missing Link". She is an advocate for education reform. Live appearances will continue over the summer months and will include the new principals as that dynamic leader is introduced to the community.

We have made many efforts to collect community input (focus groups, interviews, community meetings, surveys, etc.). Some of those efforts have been successful and some have presented challenges. As we have encountered challenges, such as lack of attendance at community meetings, we have contacted community leaders for advice on how to improve participation and made adjustments to our strategy. We connected with the JROTC leader at Theodore Roosevelt to see if there were any upcoming parent events that we could partner with and will continue to work with the school administration for a presence at upcoming calendared events where parents may be available. The principal has informally invited us to join several student celebration events where parents were present and updates with an opportunity for Q&A was provided.

In addition, an online survey link was made available to students, parents, staff and community members. The survey link window was opened in mid-January and extended to remain open through February. We will continue to find ways to expand the range of community input received including strategies such as providing additional flyers at the community meetings that we ask each person to pass out to friends and neighbors.

The following question probes were used with all community groups:

- What is getting in the way of student learning at Theodore Roosevelt?
- What does Theodore Roosevelt do well?
- What does the school need in order to help all students learn to high levels?
- What do you expect from the school Turnaround project at Theodore Roosevelt?

The following presents the summary of the focus groups. As previously stated, more detailed are located in the QA report.

1. Student Focus Groups

*Areas of Strength*

- Recognition and celebration of students in several individual classrooms

*Areas of Challenge*

- School safety, order and discipline
- School cleanliness and maintenance
- Teaching and learning
- Teacher apathy, care and concern for student well-being
- Student ownership and voice
- Career and college preparation and readiness

2. Parent Focus Groups

*Areas of Strength*

- Student care (by some teachers)

*Areas of Challenge*

- Communication
- Follow up and follow through

- School safety, order and discipline
- School-wide organization, structures and procedures
- Teacher morale
- Teacher professionalism
- College and career readiness

3. Clergy Focus Groups

*Areas of Strength*

- Student care (by some teachers)

*Areas of Challenge*

- Discipline
- Positive Relationships/Mentoring
- Apathy
- Core Values
- Instructional Leadership

4. Teacher Focus Groups

*Areas of Strength*

- Parenting Center
- ROTC
- The school has a rich tradition and history

*Areas of Challenge*

- School safety, order and discipline
- Trust
- Relationships – staff, students, administration
- Communication – written, verbal, non-verbal
- School-wide organization, structures, and procedures
- Staff morale, empowerment, ownership, voice and recognition
- Student background, motivation and engagement
- Technology – hardware and software needs, copiers
- School facilities – maintenance, safety

Administrators

*Areas of Strength*

- No successes or celebrations were identified, through individual sessions with the principal and the group session with the administrative team

*Areas of Challenge:*

- Micromanagement/interference with the school improvement plan from the District level
- District and state mandated expectations and programs too numerous to fully implement
- Significant staffing reductions this year impacted day-to-day operational effectiveness
- Union contract provides a number of barriers. For example, administrative team would like more professional development offered to teachers, but the contract does not require teachers to attend more than one meeting a month
- Student discipline, administrators spend most of their time reacting to each crisis

- Teachers and administrators not on the same page, relationships and communication a problem

### Community Focus Groups

#### *Areas of Strength*

- Student care (by some teachers)

#### *Areas of Challenge*

- *Communication*
- Follow up and follow through

#### *Community Understanding of School Turnaround*

- Follow up and follow through

## **Summary of Online Surveys**

EdisonLearning developed and circulated an online survey to multiple stakeholders at Theodore Roosevelt CTA. The survey invitation was sent home via a letter to all parents and students. In addition, hard copies of the student letter were distributed in envelopes to the students at school. Staff also received a letter from EdisonLearning inviting them to participate in the staff survey. All community partners received several emails regarding the survey, followed by a personal phone call and a reminder email in mid-February.

The survey link was initially open through the end of February. Among parents, a total of 14 started and finished the survey. Among Theodore Roosevelt CTA staff members, a total of 6 started and finished the survey. Among community and business partners, 7 started the survey but did not finish. Because of these low response rates in these 3 stakeholder groups, it is not possible to generalize conclusions about their attitudes and perceptions.

However, 139 students completed the survey, providing sufficient sample size for drawing conclusions. In general, students were dissatisfied with their school on many levels:

- Nearly 2/3 of students stated that they were dissatisfied with the equipment and facilities of the school (33% dissatisfied, 31% somewhat dissatisfied)
- Nearly 2/3 of students stated that they were dissatisfied with the school's atmosphere and learning environment (29% dissatisfied, 33% somewhat dissatisfied)
- 1/2 of all students stated that they were dissatisfied with the quality of the teachers in their school (31% dissatisfied, 20% somewhat dissatisfied)
- While 91% of responding students stated they intended to go to college one day, only 56% of students felt the school was adequately preparing them for college.
- Finally, only 30% of students rated their school an A or B – less than half the rate of students nationally in our experience surveying secondary school students

A total of 10 organizations completed some section of survey, and seven answered the majority of questions: Northwest Indiana Parent Community Academy (NWI-PCA), 1963 Theodore Roosevelt High

School Lady Partners and Supporters, Boys and Girls Clubs of Northwest Indiana, National Theodore Roosevelt Alumni Association, Legacy Foundation, Indiana Landmarks, and Gary Housing Authority.

Of the organizations that completed the survey, 6 out of 10 discussed current partnerships with Gary Schools Corporation in general and Theodore Roosevelt CTA in particular. Since most of the organizations serve the Gary community as a whole, Theodore Roosevelt CTA students comprised only a fraction of those served by the organization, ranging from 5 to 150. At least one organization, the National Theodore Roosevelt Alumni Association, served only Theodore Roosevelt CTA students, parents, and administrators. Collectively, the organizations provided a broad spectrum of services for students, including tutoring, academic enrichment classes, GED tutoring, mentoring, contests, and scholarship opportunities. One organization also discussed work with parents and school administrators. Of the 7 organizations who discussed the timeframe of Theodore Roosevelt CTA projects, 4 described the projects as ongoing, while 3 said most of the projects took place over a limited timeframe. The

Several surveyed organizations (5 out of 8) reported that had once offered, but are no longer offering certain services to Theodore Roosevelt CTA. Two cited low participation, in one case among students and another among parents in the Parent Teacher Association. Another said simply that the difficulty was caused by "different staff on both sides." The Gary Housing Authority said that it had once offered more programs, but had to cut back the scale of its services as a result of budget cuts. Each organization that had scaled back services said that it would be willing to offer more programs at Theodore Roosevelt CTA if resources – either human or financial – could be restored or improved. Several organizations also identified opportunities for Theodore Roosevelt CTA staff members and parents to better leverage community resources.

### **Community Involvement Data**

The following list identifies the Community Business Partner contacts that have been identified by EdisonLearning through all sources: state contacts, local contacts and school contacts. A schedule has been created to afford individual meetings with each partner. The focus of the meetings is to gain community feedback and insight into what is going well for the Theodore Roosevelt community and what needs attention. A second goal is to determine what the status of engagement currently to improve student outcomes. The long-term goal will be to engage each partner in an action plan of service to the student community at Theodore Roosevelt CTA.

#### **Business and Community Partner Listing**

- Alpha Phi Alpha Fraternity, Inc.
- Attorney Tracy Coleman, Conflict Resolution
- Barden Foundation and Northern Indiana Chapter of Links
- Boys & Girls Clubs of Northwest Indiana
- College Rock
- D.A.D.S. Program
- Delta Sigma Theta-Sorority Inc.
- Edgewater Systems
- Embassies of Christ Kingdom Ministries
- Gary Chamber of Commerce

- Gary Frontiers
- Gary Housing Authority
- Gary JROTC
- Gary Life Education Initiative Incorporated
- Gary Literacy Coalition
- Gary Neighborhood Services
- Indiana Parenting Institute, Inc.
- Indiana PTA
- Indianapolis Teaching Fellows
- IU Library: Calumet Regional Archives
- IU Northwest - School of Education
- Ivy Tech Community College Northwest
- JAG Indiana - Jobs for America's Graduates
- Kappa Alpha Psi Fraternity, Inc.
- Legacy Foundation
- Mayor of Gary - Karen Freeman Wilson
- Majestic Star Casino and Hotel, "Next Steps"
- Mega Psi Phi
- National Roosevelt Alumni Association
- NIPSCO
- Northern Indiana Chapter of Links
- NWI Parent Community Academy
- Omega Psi Phi Fraternity
- One Church/One School
- Powers and Sons Construction
- Senator Earlene Rogers, District 3
- South Shore Convention and Visitors Authority/"Feed the Teachers"
- TRIO/Educational Talent Search
- Teaching With Historic Places
- 21<sup>st</sup> Century Scholars
- University of Phoenix - Merrillville
- Urban League of Northwest Indiana, Inc.

#### Media Contacts

- The Gary Crusader
- The 411
- Post Tribune
- The Times

#### Radio Contacts

- WLTH Radio
- WGVE 88.7 Radio

The following list of community partners was provided by the principal of Theodore Roosevelt:

#### Business and Community Partner Listing

- Alpha Chi Chapter

- Alpha Phi Alpha Fraternity, Inc.
- Attorney Tracy Coleman, Conflict Resolution
- Barden Foundation and Northern Indiana Chapter of Links
- College Rock
- D.A.D.S. Program
- Delta Sigma Theta-Sorority Inc.
- Gary Chamber of Commerce
- Gary Frontiers/JROTC
- Gary Literacy Coalition
- Kappa Alpha Psi Fraternity, Inc.
- Majestic Star Casino and Hotel, "Next Steps"
- National Theodore Roosevelt Alumni Association
- Northern Indiana Chapter of the Links
- Omega Psi Phi Fraternity
- One Church/One School
- Powers and Sons Construction
- South Shore Convention and Visitors Authority "Feed the Teachers"
- 21<sup>st</sup> Century Scholars
- Urban League of Northwest Indiana, Inc.

### **Partner Involvement**

The following partners are currently engaged in service to the Theodore Roosevelt community. A description of those services, as explained by the partner, is included in each summary. Initial in-person meetings with many partners have been held to provide opportunities for discussion around the current level of engagement as well as the opportunities the partner can provide in the collective effort to transform Theodore Roosevelt CTA. In person meetings will continue through the development of the Phase 4 plan.

#### *Barden Foundation and Northern Chapter of Links*

The Barden Gary Foundation is a nonprofit organization which provides a structured educational program for the purpose of awarding scholarships and incentives for high school seniors. The program is designed to encourage students to reach their full scholastic potential. During the program, students are required to attend monthly workshop sessions, produce a community service project, maintain the Foundation's required GPA and participate in additional incentives that are offered. If all requirements are met, students become eligible to receive a scholarship to further their education. The criteria for the scholarship program and activism project is designed to enhance, motivate, educate students on structured initiatives and increase the student's awareness and implementation on community service. The scholars will also receive enhanced services in areas of college preparation and scholastic tutoring. The Foundation provides educational trips annually to students who have met the necessary requirements. The Foundation has awarded more than \$315,000 in college scholarships to Gary high school seniors over the last 5 years.

Previous service to the Theodore Roosevelt CTA community:

Theodore Roosevelt CTA seniors have participated in the Barden Foundation program for 5 years. Over the last year, 25 students participated. Several board members serve as mentors to Theodore Roosevelt CTA students.

Opportunities for service:

Although contact was made with the organization, EdisonLearning did not have the opportunity to engage in discussions with this stakeholder about future involvement at Theodore Roosevelt CTA. We will remain in communication with the organization and discuss their plans during a meeting we will set in the near future.

*D.A.D.S. Program, Dads Are Doing Something*

DADS are a group of men who volunteer their services in all Gary Public Schools. DADS are actively involved in the Gary Community School Corporation. They are attending school activities such as PTA, sporting events and school programs, visiting classrooms, meeting teachers and principals, and being available whenever needed even before and after school. The focus of this district-wide volunteer organization is to get fathers, grandfathers, uncles, brothers and other males (preferably out of high school) to volunteer in the schools. Each school has a local DADS chapter. D.A.D.S. coordinators are assigned to each school where members act as positive role models who help build childrens' character.

Previous service to the Theodore Roosevelt CTA community:

D.A.D.S. has a chapter at Theodore Roosevelt CTA. Volunteers provide support to students, teachers, and parents through participation at PTA meetings, sporting events, school programs, classroom visits, and day-to-day school events such as arrival and dismissal.

Opportunities for service:

EdisonLearning has had several informal discussions with one member of this organization. We will remain in communication with the organization and discuss their plans during a meeting or conversation in the near future.

*Educational Talent Search*

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds funded by the Federal Department of Education. Educational Talent Search is a TRIO program that provides mainstream educational opportunities to persons from income eligible backgrounds and/or potential first generation students to complete secondary education and subsequently enroll in postsecondary institutions. Their efforts are coordinated with teachers, school counselors, parents, various community agencies and existing support system peers. TRIO programs include the Upward Bound grant program and college readiness program. Efforts are coordinated with teachers, school counselors, parents, various community agencies and existing support system peers. This program is managed through Ivy Tech.

Previous service to the Theodore Roosevelt CTA community:

Theodore Roosevelt CTA students have the opportunity to participate in the Educational Talent Search program.

Opportunities for service:

EdisonLearning had the opportunity to engage in discussions with the Purdue Calumet branch and the Ivy Tech branch. Students are currently engaged in the two programs. The school desires to have a representative serve on a Board of Friends as this is established at Theodore Roosevelt. In addition, a meeting with the Chancellor will be established to pursue Dual Credit options.

#### *Gary Chamber of Commerce*

The Gary Chamber of Commerce works to unify the public spirit of the community and direct it into useful and constructive channels. The Education Committee of the Gary Chamber of Commerce launched the "Step UP!" initiative to serve as a catalyst for creating awareness, building excitement and promoting a common responsibility for education, with a focus on supporting low-performing schools. "Step UP!" calls upon teachers, parents, students, community groups, businesses, nonprofit organizations, and media outlets to work together to promote student achievement. Business, nonprofit, and faith leaders are encouraged to partner with schools to create opportunities to mentor and tutor students, and to expose youth to career opportunities by speaking at school assemblies and organizing career days.

Previous service to the Theodore Roosevelt CTA community:

The "Step UP!" initiative is focused upon public high schools in Gary, including Theodore Roosevelt CTA.

Opportunities for service:

EdisonLearning has met with Chuck Hughes on two occasions, has attended the Chamber of Commerce luncheon and has joined the Chamber as a Bronze member. The Chamber has been asked to refer a local PR agency for community outreach support. In 2010, the Chamber established an Education Committee that resulted in a Step Up Initiative: a coalition of committed partners willing to mentor and support.

#### *Gary Frontiers*

Gary Frontier Service Club was established in 1952 to provide civic and service leadership opportunities for African American males. Today, the Gary Frontier Service Club seeks to "promote service as the ideal basis of all worthwhile endeavors; to promote the investigation, adoption and application of higher business, professional social and civic standards and procedures; and to develop by precept, example and coordination an intelligent, aggressive and serviceable leadership and citizenship."

Previous service to the Theodore Roosevelt CTA community:

Theodore Roosevelt CTA students are eligible for scholarships awarded by the Gary Frontier Service Club. One volunteer has been assigned to Theodore Roosevelt who had previously worked there. He volunteers during morning arrivals and views his role as an informal mentor to students. He greets students at the drop off point and creates opportunities for conversation.

Opportunities for service:

Although several email contacts were initiated with the organization, EdisonLearning had a brief opportunity to engage in discussions with a volunteer from this organization at the school. We were referred to the president regarding future involvement at Theodore Roosevelt CTA. We will remain in communication with the organization and discuss their plans during a meeting that we hope to set in the near future.

*Gary Junior Reserve Officer Training Corp (JROTC)*

Gary Junior Reserve Officer Training Corp (JROTC) seeks to enhance the education experience by "providing a quality citizenship, character, and leadership development program, while fostering partnerships with communities and educational institutions."

Previous service to the Theodore Roosevelt CTA community:

Theodore Roosevelt CTA's JROTC program has been active since at least 2006. The unit provides the school chapter with a curriculum, uniforms, equipment, and an instructor. At Theodore Roosevelt CTA, approximately 207 students participate in the program.

Opportunities for service:

EdisonLearning has determined through the Quality Analysis that the program is thoroughly immersed in the culture at Theodore Roosevelt CTA.

*JAG Indiana: Jobs for America's Graduates*

JAG Indiana seeks to enhance the education experience by "providing a quality citizenship, character, and leadership development program, while fostering partnerships with communities and educational institutions."

Previous service to the Theodore Roosevelt CTA community:

JAG Indiana engages Theodore Roosevelt CTA students in conferences and hosts activities at the school such as Valentine's messages of love, Veteran's support, and college tours.

Opportunities for service:

EdisonLearning has determined through the Quality Analysis that the program is thoroughly immersed in the culture at Theodore Roosevelt CTA.

*Legacy Foundation*

Legacy Foundation was founded in 1992 by leaders in Lake County with a vision for the future. Their goal was to create a way for people of all means to be able to give back to their community. Since 1992 Legacy Foundation has been connecting community members, nonprofits and other partners to strengthen Lake County through philanthropy. They currently partner with US Steel, NIPSCO and the casino to raise funds for scholarships (College Readiness Fund).

Previous service to the Theodore Roosevelt CTA community:

The Legacy Foundations currently works in Lake County but is not currently working in Gary. They have provided Indiana Partnership Center workshops in Indianapolis where some educators and a couple parents from Theodore Roosevelt attended. This opportunity jump started the Apangea program at Theodore Roosevelt CTA. Several students were involved and did very well in their performance. Higher engagement at the school support level is a goal.

Opportunities for service:

The Foundation desires to provide an advisory collaboration with the legacy piece that is strong in the Theodore Roosevelt community. The Legacy Foundation would like to expand participation in the Gary Life Education Initiative, which prepares middle school students for high school and connects students to opportunities to learn about high education opportunities.

#### *Gary Literacy Coalition*

The Gary Literacy Coalition works to promote literacy among all students and adults in Gary.

Previous service to the Theodore Roosevelt CTA community:

The Gary Literacy Coalition provides books and literacy programs in which Theodore Roosevelt CTA students are eligible to participate.

Opportunities for service:

EdisonLearning had a meeting scheduled with the Literacy Coalition which was cancelled by the Coalition due to a conflict. We are in contact to reschedule.

#### *National Theodore Roosevelt Alumni Association*

The National Theodore Roosevelt Alumni Association, founded in May 2006, seeks to provide support to Theodore Roosevelt CTA students, offering tutoring, mentoring and financial support as needed.

Previous service to the Theodore Roosevelt CTA community:

In 2011, the National Theodore Roosevelt Alumni Association sponsored a "Bridging the Gap" program designed to bring together current students and alumni to celebrate and document Theodore Roosevelt CTA's historical tradition and secure "landmark" status for the school. Other initiatives include an essay contest, and meet-and-greet luncheons, and scholarship money to send students to national conferences. In 2010, they purchased new uniforms for the men's basketball program. During the 2009 school year, National Theodore Roosevelt Alumni

Association volunteers called student homes to remind parents of upcoming spring testing dates and produced a video to promote effective test preparation. In 2008, National Theodore Roosevelt Alumni Association partnered with several community organizations to offer tutoring before spring testing dates.

Opportunities for service:

In the future, the National Theodore Roosevelt Alumni Association would like to establish a networking program connecting students interested in working in a particular field with established professionals who can provide career guidance and assistance. They would also like to continue the existing historical preservation project.

### *NIPSCO*

NIPSCO is one of the seven energy distribution companies of NiSource Inc. As a concerned corporate citizen, both NIPSCO and NiSource Inc. seek to preserve community strengths, address critical needs and build resources for the future by extending financial and human resources. NIPSCO numerous philanthropic programs encompassing education, community support, human services, and environmental enhancement projects are funded annually by shareholders.

Previous service to the Theodore Roosevelt CTA community

NIPSCO has had an energy club in schools but is not currently at Theodore Roosevelt. They currently are piloting an Employer Program in 3 counties in the area. The program is a 1 year pilot program engaging 15 students with the goal of building pipeline of employees through an 8 year program. This pilot provides mentors through onsite visits one time per week focusing on conflict resolution, diversity, and teamwork. Students are identified for participation through 21<sup>st</sup> Century Scholars and an essay submission along with GPA criteria. NIPSCO supports the annual scholarship through the Urban League and participates in the Youth Leadership Summit with the Urban League.

Opportunities for service:

In the future, NIPSCO is hoping to establish an Energy Club at Theodore Roosevelt and hopes the Employer Program is an opportunity that can be developed.

### *Twenty-First Century Scholars*

Indiana started the Twenty-First Century Scholars in 1990 to ensure that every student can afford a college education. Income-eligible 7th and 8th graders who enroll in the program and fulfill a pledge of good citizenship are guaranteed to receive up to four years of undergraduate tuition at any participating public college or university in Indiana.

Previous service to the Theodore Roosevelt CTA community:

Theodore Roosevelt CTA students have participated in the Twenty-First Century Scholars program since 1992. At one point, 70-80 Theodore Roosevelt CTA seniors were enrolled in the program.

Opportunities for service:

EdisonLearning did not have the opportunity to engage in discussions with this stakeholder about future involvement at Theodore Roosevelt CTA. EdisonLearning will remain in communication with the organization and discuss their plans during a meeting in the near future.

### *One Church/One School*

One Church/One School was founded in 1994 to provide support from the religious community to improve the value of life and education for students in Gary.

Previous service to the Theodore Roosevelt CTA community:

Since 1997, One Church/One School volunteers have supported Theodore Roosevelt CTA with a variety of services, including monitoring hallways, hosting after school programs, tutoring, mentoring, hosting after-school programs, attending PTA meetings, making presentations, and hosting student recognition ceremonies.

Opportunities for service:

EdisonLearning did not have the opportunity to meet formally with this partner but has been in informal partnership as the lead supported the location of the church venue for the community partner meetings and has been engaged in the clergy meeting. EdisonLearning will remain in communication with the organization and discuss their plans, including nailing down the number of support visits they host, during a meeting in the near future.

### *Urban League of Northwest Indiana, Inc.*

The Urban League employs a five-point approach to provide economic empowerment, educational opportunities and the guarantee of civil rights for the citizens of Lake, Porter & LaPorte counties in the following areas: Education and Youth Empowerment, Economic Empowerment, Health and Wellness, Civic Engagement and Leadership, Civil Rights and Social Justice.

Current service to the Theodore Roosevelt CTA community:

The Urban League supports families through VITA, a n income tax preparation service that connects families to the opportunity to complete a FAFSA application and the 21<sup>st</sup> Century Scholar opportunities. The Urban League hosted a Leadership Summit opportunity for 200 students during the summer of 2011.

Opportunities for service:

EdisonLearning has met with the Urban League on two occasions. The Leadership Summit opportunity currently is in the fund raising phase. Funds support taking students on a college tour as well as the workshop opportunities provided during the Saturday opportunity.

The following partners are not currently engaged in service to the Theodore Roosevelt community. A description of the potential range of services, as explained by the partner, is as follows:

*Boys and Girls Club of Northwest Indiana*

Boys & Girls Clubs of Northwest Indiana is an after-school and summer youth development organization providing positive, educational, leadership, and character building programs for youth ages 6 to 18. Club membership is \$10 per child per year. They serve over 7,000 youth in Lake County, Indiana. Their partnerships and collaborations with area school systems have grown with the implementation of Project Learn, a comprehensive education program incorporated into every activity at the Club.

Previous service to the Theodore Roosevelt CTA community:

The club currently operates the Educating to Excel program that is a part of a solid church youth program. The program pairs students with a mentor for ACT/SAT prep and financial literacy. Gary School Corporation had been initially engaged with South Shores Connections Project, a data tracking system titled KidsTracks which was designed to provide a predictive indicator on how successful students are likely to be. This data tracking system is utilized by non-profits and partnership schools/districts to track achievement impact. The KidsTrack Project did not move forward in GSC due to data tracking issues and districts inability to successfully transfer data.

Opportunities for service:

The Boys and Girls Club desire to partner with the Theodore Roosevelt Community. The leaders desire to serve on a Board of Friends as the partnership develops. The Boys and Girls Club is able to distribute flyers to their members to assist in the communication plan.

*IU Northwest - School of Education*

IU Northwest is a small institution serving Northwest Indiana. They offer bachelors and masters degrees in a variety of subjects, including education.

Previous service to the Theodore Roosevelt CTA community:

There is no record of any prior involvement at Theodore Roosevelt CTA.

Opportunities for service:

IU Northwest is interested in placing student teachers at Theodore Roosevelt CTA as early as this fall. IU Northwest also has a partnership with the Northwest Indiana Special Education Cooperative, who might be able to assist with the preparation of IEPs.

*University of Phoenix - Merrillville*

The University of Phoenix has campuses nationwide, including a campus serving Northwest Indiana. is a small institution serving Northwest Indiana. They offer bachelors and masters degrees in a variety of subjects, including education.

Previous service to the Theodore Roosevelt CTA community:

There is no record of any prior involvement at Theodore Roosevelt CTA.

Opportunities for service:

The University of Phoenix might be able to provide Theodore Roosevelt CTA with high-quality student teachers in the Fall of 2015. EdisonLearning will work to schedule an in-person meeting to discuss the possibility of a partnership.

*Ivy Tech Community College Northwest*

Ivy Tech Community College has campuses throughout Indiana, including a campus serving Northwest Indiana. They offer associates degrees in a variety of subjects, including education.

Previous service to the Theodore Roosevelt CTA community:

There is no record of any prior involvement at Theodore Roosevelt CTA.

Opportunities for service:

Ivy Tech might be able to provide Theodore Roosevelt CTA with high-quality student teachers, teaching assistants, or substitute teachers. EdisonLearning will work to schedule an in-person meeting to discuss the possibility of a partnership.

*Calumet Regional Archives, Indiana University Northwest Library*

The Calumet Regional Archives seeks to collect, preserve, and make available records from organizations and individuals to document the history of Indiana's Calumet Region (Lake and Porter Counties) for use by students, scholars, and the general public.

Previous service to the Theodore Roosevelt CTA community:

The Calumet Region Archives maintains several collections relating to the history of Theodore Roosevelt CTA. Additionally, founders of the Calumet Regional Archives have donated materials to Theodore Roosevelt CTA and written about the school's history.

Opportunities for service:

The Calumet Regional Archives seeks to work with organizations in Gary, but does not know what projects or services it could provide to Theodore Roosevelt CTA. EdisonLearning will work to schedule an in-person meeting to move the opportunity forward.

#### *Gary Neighborhood Services*

The Calumet Regional Archives seeks to collect, preserve, and make available records from organizations and individuals to document the history of Indiana's Calumet Region (Lake and Porter Counties) for use by students, scholars, and the general public.

Previous service to the Theodore Roosevelt CTA community:

They are currently not engaged in support with Theodore Roosevelt CTA.

Opportunities for service:

Gary Neighborhood Services is willing to provide the Gary Neighborhood Services location for community meetings. They are interested in providing further feedback.

#### *Indiana Parenting Institute, Inc. (IPI)*

The Indiana Parenting Institute collaborates with and engages a multi-level parenting constituency of parents, caregivers, military families, professionals, and volunteers who work with parents, families, caregivers, schools, youth, organizations, agencies, parent networks, and other groups in Indiana in coming together to acknowledge the vital role parents perform in raising children to become productive citizens of society. They run a variety of programs to promote continuous parent involvement, including parent education programs, parent support groups, and a Birth2Eighteen program that helps parents learn and use appropriate behavior and discipline skills. The classes and workshops are offered through churches, agencies, and schools.

Previous service to the Theodore Roosevelt CTA community:

The Indiana Parenting Institute does not currently offer services at Theodore Roosevelt CTA, but Theodore Roosevelt CTA students are eligible to participate in programs through other organizations. IPI is not currently working at Theodore Roosevelt but had provided one parental workshop focused on nurturing. They envision helping build parents as mentor and set goals for students and parents as they work with them. One of their most successful PD's is on support around how to effectively talk with people.

Opportunities for service:

The Institute is interested in providing additional classes and workshops and increasing numbers of student participants. The team has also communicated an interest in assisting in the distribution of communications to the families of Theodore Roosevelt CTA as well as the community.

#### *NWI Parent Community Academy*

The East Chicago-Parent Community Academy (EC-PCA) was created to assist in the process of giving parents, family members, and community members; regardless of background, lack of

education, or time limitations: the tools to more effectively help their students become more successful in school, the tools to become more engaged as parents and empowered as partners in the educational process, the basic tools to be empowered as citizens in their own successes and to help in the true success of the city and region.

Previous service to the Theodore Roosevelt CTA community:  
NWI is not currently working at Theodore Roosevelt.

Opportunities for service:  
NWI is interested in providing workshops through a Train the Trainer model. They are able to offer programs spanning 3 to 4 different focus areas, including developing parenting skills, engaging in a child's education, and effective preparation for parent/teacher conferences.

*Gary Housing Authority*

The Gary Housing Authority services two communities that are in close proximity to Theodore Roosevelt CTA.

Previous service to the Theodore Roosevelt CTA community:  
GHA is not currently working at Theodore Roosevelt.

Opportunities for service:  
GHA is willing to utilize their project managers to assist in the distribution of information to their residents. In addition, monthly newsletters written by the Authority can provide updates if provided by the 25<sup>th</sup> of each month.

*Quality of Life Council*

The Quality of Life Council seeks to support sustainable economic development in Northwest Indiana and inspire community leaders to take action. Their focus areas include economic development, environmental development, and social development (including education).

Previous service to the Theodore Roosevelt CTA community:  
The Quality of Life Council is not currently working at Theodore Roosevelt.

Opportunities for service:  
The Quality of Life Council makes presentations and hosts education-related conferences that target parent involvement.

The following partners have been contacted by the EdisonLearning team to discuss the services currently provided or to engage in preliminary discussions around what services could be capitalized upon. Initial introductions will be made as the partner agrees to participate in a phone conversation or an in-person meeting.

| Organization                           | Contact                                    | Dates and Methods of Contact   |
|--|--|--|
| Alpha Phi Alpha Fraternity, Inc.       | Lt. Samuel Alden Roberts Jr.,<br>President | Sent e-mail on 1/20/12; e-mailed Theodore Roosevelt CTA Principal to request information about involvement on 1/27/12  |
| Calumet College of St. Josephs         | Dr. Dan Lowery,<br>President               | Called and left phone message 2/7/12; Called and left phone message to arrange meeting 2/9/12; Emailed to arrange meeting 2/15/12; Received email 2/16/12 to arrange meeting; Emailed to arrange meeting 2/20/12; Called and left phone message to arrange meeting 2/21/12; Emailed to arrange meeting 3/2/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12 |
| COFFY                                  | Jerome Flagg, Chair                        | Emailed members of steering committee, who also serve as contacts for other organizations, including Boys & Girls Clubs of Northwest Indiana and Gary Neighborhood Services  |
| College Rock                           | Unknown                                    | E-mailed Theodore Roosevelt CTA Principal to request information about involvement 1/27/12   |
| Delta Sigma Theta-Sorority Inc.        | Debra Black                                | E-mailed on 1/19/12  |
| Embassies of Christ Kingdom Ministries | Cedric & Joyce Oliver, Pastors             | Survey emailed 2/2/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12   |
| Gary Literacy Coalition                | Era Twyman,<br>Director                    | Scheduled for 1/17/12 but was cancelled. E-mailed on 1/19/12; Called and left phone messages on 1/20/12 and 1/27/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12   |
| Indiana PTA                            | Sharon Wise,<br>President                  | Called and left phone message 2/2/12; Survey emailed 2/2/12; Called and left phone message 2/7/12; Emailed 2/7/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12   |
| Kappa Alpha Psi Fraternity             | James Piggee                               | E-mailed on 1/19/12; Called and left phone message on 1/20/12  |

|   |   |  |
|---|---|--|
| Methodist Hospitals                           | Denise Dillard, Vice President – External Affairs                                     | Survey emailed 2/2/12; Called and left phone message 2/7/12; Called and left phone message 2/9/12; Emailed to arrange meeting 2/15/12; Received call regarding meeting scheduling 2/15/12; Received email regarding meeting 2/20/12; Emailed to arrange meeting 2/20/12; Emailed to arrange meeting 3/2/12; Received email regarding meeting scheduling 3/16/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12 |
| Omega Psi Phi Fraternity                      | Thomas Newsome, Basilus   | E-mailed on 1/19/12; Called and left phone message on 1/20/12; Survey emailed 2/2/12   |
| Powers and Sons Construction                  | Cynthia Powers  | E-mailed on 1/19/12; Called and left message on 1/20/12; Survey emailed 2/2/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12  |
| Purdue University - Calumet                   | LaVada Taylor Brandon, Multicultural and Social Studies Education Associate Professor | Called and left phone message 2/7/12; Called to arrange meeting and left phone message 2/9/12; Emailed to arrange meeting 2/15/12; Called to arrange meeting and left message 2/22/12; Emailed to arrange meeting 3/2/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12  |
| South Shore Convention and Visitors Authority | Nicky Mackowski, Director of Community and Public Relations                           | E-mailed on 1/19/12; Called and left phone message on 1/20/12; Survey emailed 2/2/12; Received email 2/3/12 saying neither she nor the organization has had any involvement with Theodore Roosevelt CTA  |
| Teaching With Historic Places                 | Suzanne Rollins Stanis, Director of Heritage Education and Information                | Survey emailed 2/2/12; Emailed town hall meeting invitation 3/22/12; Emailed update and request for assistance 4/10/12   |

## Upcoming Outreach Opportunities

EdisonLearning is committed to specific meeting dates to share the new direction of Theodore Roosevelt College and Career Academy with students and parents as well as interested community members. Time for Q&A will be provided with all meetings. The focus of the meetings has shifted to the future from a student view. Thorough explanations around the legal requirements of the registration process as well location and hours at the Gary Neighborhood Services are being shared in an effort to reach each and every student and family.

| Community Meeting                    | Location                     | Date                 |
|--------------------------------------|------------------------------|----------------------|
| Gary Neighborhood Services           | 300 W. 21st Avenue           | 4/17/12, 7-7:30 pm   |
| Dubois Branch of Gary Public Library | 1835 Broadway                | 4/17/12, 4:3-6 pm    |
| Brunswick Gary Public Library        | 4030 W. 5 <sup>th</sup> Ave  | 4/19/12, 4:30-6 pm   |
| St. Timothy Church                   | 1600 W. 25 <sup>th</sup> Ave | 4/27/12, 10-11:30 am |
| Brunswick Branch GPL                 | 4030 W 5th Avenue            | 5/7/12, 4:30-6 pm    |
| Gary Neighborhood Services           | 300 W. 21st Avenue           | 5/8/12, 6-7:30 pm    |
| DuBois Branch GPL                    | 1835 Broadway                | 5/9/12 4:30-6 pm     |
| Gary Neighborhood Services           | 300 W. 21st Avenue           | 5/15/12, 6-7:30 pm   |
| DuBois Branch GPL                    | 1835 Broadway                | 5/16/12, 4:30-6 pm   |
| Woodson Branch GPL                   | 501 South Lake Street        | 5/17/12, 4:30-6 pm   |

Another round of community meetings will be scheduled as the new principal is announced and introduced to the community. Those meetings will be schedule for May and June. In addition to the "Meet the Principal" meetings, we will be scheduling two block parties during June and July. The planning for the block parties is still in the works but our intent is to throw a party! The goal is to generate excitement, meet the new principal and all staff members, and celebrate the families. Giveaways, good food and prizes will be part of the plan.

## Student Communications

EdisonLearning offered student information sessions for students during their lunch hours on 3 different days during the month of March. Communication letters to staff indicating this opportunity were provided. Two meetings were conducted with small groups of students that voluntarily choose to attend. The remaining meeting was not able to be delivered on due to the district sharing a directive not to conduct any future communications with staff or students during the school day.

In response, we determined that after school offerings would be appropriate as they would not disrupt the school day. Postcards were sent home to students inviting them to participate in 35 minute meetings on April 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup>. In an effort to be transparent, communication was provided to the district indicating our intentions on April 6<sup>th</sup>. The district responded on April 13<sup>th</sup>, their expectations

around the meetings: 1) to secure written parental communication, 2) to provide transportation home, and 3) to provide appropriate supervision and security. As we reviewed the requirements, EdisonLearning could not meet expectations around parental permission and transportation in the notice provide. Students were returning from spring break on April 16<sup>th</sup> and the meetings were scheduled to start on the 17<sup>th</sup>. The meetings were cancelled and the strategies for reaching students revisited.

Ten additional community meetings, with a focus on parent/student messaging, were scheduled with an intentional focus on reaching the west side of Gary through the Woodson Branch of the Gary Public Library. The first meeting, conducted on April 17<sup>th</sup>, generated a handsome result of approximately 50 people, including a dozen students. The second meeting on April 18<sup>th</sup> gathered approximately 20 community meetings.

Enrollment/Registration information is being shared at the community meetings. We have leased space at the Gary Neighborhood Services to establish an Enrollment Center. The center will be staffed with a Community Outreach Coordinator on Tuesdays and Thursdays from 8 to 5 pm. In addition, we anticipate utilizing the support of two part-time assistants to go door to door sharing the new direction of Theodore Theodore Roosevelt College and Career Academy.

### **Web and Facebook Updates**

A URL for access to Theodore Roosevelt updates has been created. The URL, TheodoreRooseveltHighSchoolUpdates.com, is secured and will be redirected to the EdisonLearning.com come page. This URL is public facing and will be advertised once activated. The URL is hosted at the following address:

[http://edisonlearning.com/content/Theodore\\_Roosevelt-high-school](http://edisonlearning.com/content/Theodore_Roosevelt-high-school)

A Facebook page has been created at the following link and will be updated and monitored by EdisonLearning until the page can be transitioned to school leadership. Previous to this page, there were two Facebook pages open for Theodore Roosevelt, although neither page contains beneficial or current information.

[www.facebook.com/TheodoreTheodoreRooseveltCCA](http://www.facebook.com/TheodoreTheodoreRooseveltCCA)

## **Organizational Area of Review: Outreach and Engagement for Students and Parents**

Partnerships between schools and community organizations and agencies help to create supports that enable students to learn and succeed. Additionally, this support helps families and communities to thrive. Partnerships bring together individuals and groups, including principals, teachers, community-based organizations, youth development organizations, health and human service agencies, parents and other community leaders, to expand opportunities for children, families, and communities. To be effective, partnerships need to engage in a thoughtful process to define a vision and clear goals. Partnerships need to have effective governance and management structures to ensure that programs operate efficiently and the partnership is responsive to community needs. The Coalition for Community Schools has created a tool that contains a series of checklists to assist school and community leaders in creating and/or strengthening community school partnerships. The tool has supported an assessment of the community engagement at Theodore Roosevelt CCA and has afforded the development of an inventory of existing programs and services. The third checklist, which helps catalogue the funding sources, has driven the development of a tool to organize and strengthen the relationships, improve coordination of existing programs and services and the potential to expand support emerges and continues to develop.

### **Friends of TED**

The school's Friends of Ted is a valuable link that encourages student and parent involvement with projects inside and outside of the school. The Friends of Ted will be positioned to advocate for the school within the larger community and will provide input from individuals who are keenly interested in helping to integrate an innovative school into the life of the community. The Friends of Ted will be composed of a range of community leaders, business people, faith based community leaders, alumni, public officials and representatives from local associations or groups, and a representative from the Parent Advisory Council. We will make a concerted effort to reach out to the Chamber of Commerce, ministerial alliances, community groups like Rotary and Lions Clubs as well as sororities and fraternities. Partners lend their expertise and are visible advocates for the school for academic achievement, as well as enrollment and retention. By forging these collaborations, the school will profit from the opportunity to have community and business leaders involved in school functions and ensuring that our educational goals are at the forefront of the community's agenda. The Friends of Ted will have no governance authority over the school.

Members of the Friends of Ted meet regularly and discuss upcoming school activities, ways to increase parent and student involvement, school-community collaboration, enrollment and volunteerism. Incentives will be developed to encourage parents, students and staff to be participants in community functions promoting well-being, community services, learning opportunities, and student enrichment. Additionally, Friends of Ted members are encouraged to invite their colleagues and business associates to collaborate with the schools. Friends of Ted members will be encouraged to mentor and seek additional mentors for students with a goal of having one adult mentor for every student and charge that mentor with the responsibility to advocate for the student particularly in accessing college and career choices. The Friends of Ted will be chaired by the Mayor. The committee will be well represented by members who will invest in the success of the Turnaround Project.

### **Parent Advisory Council**

On an operational level, the school will establish a Parent Advisory Council (PAC) as an opportunity for parents to become informed about and engaged in curricular, co-curricular, and extra-curricular activities and to develop strategies for continuous improvement. The PAC will meet regularly to discuss school issues and hear families' concerns and suggestions. The PAC will provide assistance as needed to support school-wide goals, communicate the concerns and ideas of families, and contribute to policy decisions. The PAC will also provide ideas, suggestions, and recommendations to support improvement in the school, including strategies for improving parent-school relationships. A representative from the Student Council will assist the PAC.

The school will involve the parents and community members in the school in the following ways:

- Each parent will sign a commitment to support their child and the educational mission of the school. These parental commitments include ensuring that their child is at school and on time each day. It also outlines expectations that they are helping with homework and ensuring that it is complete, reading with their child each night, assisting their child in contacting the teacher regarding any problems or questions on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arise.
- Parents/guardians will contribute a minimum of five hours/quarter of volunteer service at the school. The school will ensure that these opportunities are varied and available during the day, evening and weekends to accommodate busy family schedules.
- Additionally, community service projects include collecting donations for school families and neighbors affected by house fires or other similar tragedies, donations for servicemen and women, and programs such as Neighbors Helping Neighbors.
- Other ways to build community pride include:
  - Create mentoring program for kids;
  - Be involved in community, inviting community members to the school;
  - Hold some school meetings in community facilities, churches, etc.
  - Create a volunteer and alumni newsletter
  - Be respectful of cultural and educational differences that may exist;
  - Treat parents as full partners and active participants in the educational process;
  - Partner students with civic associations resolving neighborhood issues;
  - Seek two-way outreach opportunities with senior citizens in the area; and
  - Train parent volunteers where appropriate.
  - Organize tours of the school
  - Maintain a wall of honor to showcase distinguished visitors and volunteer alumni
  - Set up a voice mail service to provide news, scheduled events and directions
  - Create a volunteer newsletter

### **School Learning Council**

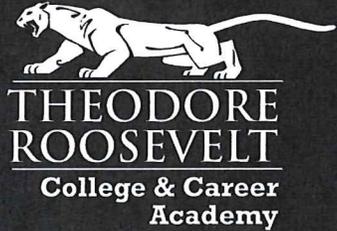
In effective schools, learner voice is valued. Learner voice is evident through a range of intentional practices that provide opportunities for students to demonstrate high levels of engagement and motivation, to take ownership of their learning, and to act as change agents.

One of the ways an EdisonLearning school intentionally involves learner voice is by instituting a School Learning Council. School Learning Council is a group of class student representatives that meet monthly (or quarterly) with a teacher leader to discuss issues directly related to learning and to the improvement of the learning environment. The School Learning Council is an opportunity for students to share their views about learning in a strategic forum where decisions can be made that can affect change at the school level. The Student Learning Council elicits contributions from Class Learning Forums via the class representatives and forwards actions and feedback to the Leadership team, the PAC and the Friends of TED. The Student Council members represent the school in Service Learning Opportunities throughout the community.

### **Communications Plan**

EdisonLearning interviewed several local media companies and has secured the services of Mediaflex, a public relations firm located in Gary. Mediaflex has assisted EdisonLearning in crafting a communications plan. Weekly meetings discuss a comprehensive communication plan, design and print turnaround guides, potential production of infomercials and the optional proposal of a documentary. Mediaflex will continue to assist in the community outreach efforts with a focus not only on community and business partnerships, but on a grass roots effort with families.

# Don't Miss Parent & Student Community Meetings



**APRIL & MAY** 

*Ask questions.*

*Register.* Students are welcome.  
Enrollment packets will be available.  
(All Students MUST REGISTER for next year).

*Learn about:*

-  Plans for next year's curriculum, athletics & student activities
-  Volunteer Opportunities
-  Partnerships & Community Support

**Free T-Shirts**

*Show your School Pride! Free Theodore Roosevelt CCA T-Shirts for all who attend (while supplies last).*

**Registration Center**

Starting April 24 - A temporary Registration Center will be open at Gary Neighborhood Services 300 W. 21st Ave.  
HOURS: Tues. & Thur., 8:00 am-5 pm

## Meetings:

### DATE/TIME LOCATION & ADDRESS

|                                 |  |
|---------------------------------|--|
| Tues. April 17<br>6 - 7:30 pm   | Gary Neighborhood Services<br>300 W. 21st Ave.           |
| Wed. April 18<br>4:30 - 6 pm    | Dubois Branch Gary Public Library<br>1835 Broadway       |
| Thu. April 19<br>4:30 - 6 pm    | Brunswick Gary Public Library<br>4030 W. 5th Ave.        |
| Fri. April 27<br>10:00-11:30 am | St. Timothy's Church<br>1600 W. 25th Ave.                |
| Mon. May 7<br>4:30 - 6 pm       | Brunswick Branch Gary Public Library<br>4030 W. 5th Ave. |
| Tues. May 8<br>6 - 7:30 pm      | Gary Neighborhood Services<br>300 W. 21st Ave.           |
| Wed. May 9<br>4:30 - 6 pm       | Dubois Branch Gary Public Library<br>1835 Broadway       |
| Tues., May 15<br>6 - 7:30 pm    | Gary Neighborhood Services<br>300 W. 21st Ave.           |
| Wed. May 16<br>4:30 - 6 pm      | Dubois Branch Gary Public Library<br>1835 Broadway       |
| Thu. May 17th<br>4:30 - 6:00 pm | Woodson Branch Gary Public Library<br>501 S. Lake Street |

**For the latest information:**

[www.edisonlearning.com/content/roosevelt-high-school](http://www.edisonlearning.com/content/roosevelt-high-school)  
[www.facebook.com/TheodoreRooseveltCCA](https://www.facebook.com/TheodoreRooseveltCCA)  
 Twitter: @TRCCAcademy  
 Careers: [www.edisonlearning.com/join-our-team](http://www.edisonlearning.com/join-our-team)

**TO ENROLL FOR 2012-13, call 219-886-6660**

**Theodore Roosevelt College & Career Academy**  
**CAREER FAIR**  
**April 27 & 28, 2012**



**The Theodore Roosevelt College & Career Academy Career Fair will be held April 27th and 28th at the Courtyard by Marriott, Merrillville.**

Come meet representatives & learn more about our exciting plans for the school community and 2012-2013 career opportunities on April 27. The Open House will be followed by an Interview Day (invitation only) on April 28.

For information on how to attend the Career Fair and for consideration to attend the Interview Day, please apply online at:

**[www.edisonlearning.com/join-our-team](http://www.edisonlearning.com/join-our-team)**

*Theodore Roosevelt College & Career Academy is a public school that serves grades 6-12 in Gary, Indiana. Our mission is to maximize the potential of each student, creating the urgency to reach proficiency and assuring that students are given the greatest opportunity to learn and perform at high levels through premium-quality teaching and leadership as well as an effective, supportive learning environment.*

**OPEN HOUSE**  
**April 27th**  
**2-6pm**

**INTERVIEW DAY**  
**(Invitation Only)**  
**April 28, 9am-5pm**

**Courtyard by**  
**Marriott**  
**7850 Rhode Island**  
**Avenue, Merrillville**



**an**  
**EdisonLearning**  
**partner**





# Student Registration Packet

## 2012-2013

Theodore Roosevelt  
College & Career Academy  
Enrollment Center  
300 W. 21st Avenue  
Gary, IN 46407  
Phone: (219) 886-6660  
Fax: (866) 422-9027

We are excited about the 2012-2013 school year at Theodore Roosevelt College & Career Academy, and look forward to your student being a part of Theodore Roosevelt CCA.

- Registration packets can be picked up in the Enrollment Center office located at 300 W. 21st Ave in Gary or by visiting [www.edisonlearning.com/content/roosevelt-high-school](http://www.edisonlearning.com/content/roosevelt-high-school) and click on the Registration Forms link.
- Upon submission of the student registration packet with all supporting documents, students will be registered for the 2012-2013 school year, as long as space is available.
- If spaces are available by grade level and if the school's registration capacity has not been reached, we will continue to accept applications on a first-come-first-serve basis up to the point at which the school reaches its maximum capacity per grade.
- Final acceptance and registration of your child(ren) at Theodore Roosevelt CCA is contingent upon verification of information submitted. Registration is open to students in and around Gary School Corporation.
- Please note: the legal guardian of the student must drop off the registration forms along with a photo ID that matches the name on the child's birth certificate or guardianship papers.

| COMPLETE THESE REQUIRED FORMS                   |
|---|
| • Student Information                           |
| • Parent/Guardian Information                   |
| • Emergency Contact Information                 |
| • Medical Information                           |
| • IEP/504 Detail Information<br>(If applicable) |
| • Media Release Form                            |
|   |

| SUBMIT THESE REQUIRED DOCUMENTS  |
|--|
| • Copy of child's Social Security Card                                     |
| • Copy of child's Birth Certificate<br>(Government-issued)                 |
| • Child's Current Immunization Records<br><i>Indiana Form 52642 (4-06)</i> |
| • Last Report Card   |
| • Proof of residency   |
| • Copy of IEP or 504<br>(For special education students only)              |
| • Proof of Legal Guardianship<br>(If applicable)                           |

*Theodore Roosevelt CCA prohibits discrimination in employment, educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity or associated preference.*



# Student Registration Packet

## 2012-2013

Theodore Roosevelt  
College & Career Academy  
Enrollment Center  
300 W. 21st Avenue  
Gary, IN 46407  
Phone: (219) 886-6660  
Fax: (866) 422-9027

### Part 1 - Student Information

Student First Name Middle Name Last Name Suffix

Street

City State Zip

Phone Number  Check if text-enabled cell phone Alternate Phone Number  Check if text-enabled cell phone

Date of Birth Gender

Grade Entering Fall 2012

Birth Country Year Entered US School System

Student's First Language Language Spoken at Home

Ethnicity:  African American  Native American  Hispanic  Caucasian  Pacific Islander  
 Multi-Racial  Other \_\_\_\_\_  Asian American

*U.S. Department of Education has established new guidelines regarding the collection of data on race and ethnicity for public and charter school students and staff. **The federal government requires all states to collect this data on all existing as well as new students and staff.** Therefore, every school in the state is required to report to the state's Department of Education each year student data by race and ethnicity categories that are set by the federal government. These guidelines are in place to provide a more accurate picture of the nation's ethnic and racial diversity to the U.S. Department of Education. The guidelines will enable individuals to be identified in ethnic classifications and in more than one racial category. Since this is a federal mandate, if you choose to opt out, the school will be required to choose a category for your child by observer identification.*

Are you interested in receiving more information regarding the free and reduced meal program at Theodore Roosevelt CCA?  YES  NO

Does the student have siblings? If so, please fill out below:

First Name Last Name Age Grade School

First Name Last Name Age Grade School

First Name Last Name Age Grade School

How will the student arrive and depart from school?  Parent  Carpool with other student/family

Bus  Student will drive - Make \_\_\_\_\_ Model \_\_\_\_\_ Lic. Plate # \_\_\_\_\_

**Part 2 - Parent/Guardian Information**

Mother /  Legal Guardian /  Other \_\_\_\_\_

\_\_\_\_\_  
First Name Middle Name Last Name Suffix

\_\_\_\_\_  
Street Address (Physical Residence)

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Mailing Address (If different from above)

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Home Phone Cell Phone E-mail

\_\_\_\_\_  
Employer Work Phone Extension

U.S. Citizen  YES  NO Responsible for Student  YES  NO Student Resides with this Parent/Guardian  YES  NO

Father /  Legal Guardian /  Other \_\_\_\_\_

\_\_\_\_\_  
First Name Middle Name Last Name Suffix

\_\_\_\_\_  
Street Address (Physical Residence)

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Mailing Address (If different from above)

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Home Phone Cell Phone E-mail

\_\_\_\_\_  
Employer Work Phone Extension

U.S. Citizen  YES  NO Responsible for Student  YES  NO Student Resides with this Parent/Guardian  YES  NO

Any Parental/Custodial arrangements the school should be made aware of?

\_\_\_\_\_  
Should the non-custodial parent be copied on all communications?  YES  NO

X \_\_\_\_\_  
Signature of:  Parent  Legal Guardian Date

X \_\_\_\_\_  
Signature of:  Parent 2  Legal Guardian 2 Date

**Part 3 - Emergency Contact Information (in addition to Parent/Guardian Contacts)**

|            |                 |                         |
|------------|-----------------|-------------------------|
| First Name | Last Name       | Relationship to Student |
| Phone      | Alternate Phone | E-mail                  |

**Part 4 - Medical Information**

**Theodore Roosevelt College & Career Academy is fully committed to providing quality education to all of our students, including those with special needs. We need your help, so please complete this section with care.**

Does your student take medications for any medical reason (ADHD, Diabetes, Asthma, etc.)?  YES  NO  
If yes, what medications?

Does the student use a hearing aid?  YES  NO

Does the student wear glasses or contacts?  YES  NO

Does the student have any food allergies? If yes, please list them.  YES  NO

Has the student ever been evaluated for special education?  
If yes, what was the evaluation date and what school/facility conducted testing:  YES  NO

Does the student have a documented disability, an IEP or 504?  
If yes, please fill out Part 5.  YES  NO

**Part 5 - IEP/504 Detail Information**

Does your child have an Individual Education Plan (IEP)?  YES  NO

Does your child have a 504 plan?  YES  NO

Does your child receive special education services?  YES  NO

**If you marked yes to any of the above questions, a representative from EdisonLearning will contact you to provide further information on the instructional model for students with disabilities.**

We will need a copy of your child's IEP or section 504 plan prior to completing the registration process. Thank you for providing us this information in a timely manner. If you do not have a copy of these documents, we will contact your child's previous school to obtain these records.



# Student Registration Packet

## 2012-2013

Theodore Roosevelt  
College & Career Academy  
Enrollment Center  
300 W. 21st Avenue  
Gary, IN 46407  
Phone: (219) 886-6660  
Fax: (866) 422-9027

### Part 6 - 2012-2013 Student Media Release Form

Theodore Roosevelt College & Career Academy actively engages in multiple print, internet and broadcast media projects. One goal of the school is to promote and publicize the accomplishments of the students - awards, competitions, human-interest stories, and other events that highlight the many successes which occur at our school. Only students with completed release forms will be considered for these projects.

I, (parent name) \_\_\_\_\_,  DO  DO NOT

grant permission as the legal parent/guardian of (student name) \_\_\_\_\_, to Theodore Roosevelt College & Career Academy to use photographs and/or video footage of my child in marketing and/or promotional materials and for release to the media.

\_\_\_\_\_  
PRINT Parent/Guardian Name

\_\_\_\_\_  
Relationship to Student

**X** \_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



## Student Registration Packet

2012-2013

Theodore Roosevelt  
College & Career Academy  
Enrollment Center  
300 W. 21st Avenue  
Gary, IN 46407  
Phone: (219) 886-6660  
Fax: (866) 422-9027

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Part 7 - Recommended for Incoming 7th and 8th Grade Students

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## Attention all incoming 7th and 8th graders!

### Have you heard about the Twenty-first Century Scholars Program?

The Twenty-first Century Scholars Program began in 1990 as Indiana's way of raising the educational aspirations of low- and moderate-income families. The program aims to ensure that all Indiana families can afford a college education for their children.

Income-eligible 7th and 8th graders who enroll in the program and fulfill a pledge of good citizenship to the state are guaranteed the cost of up to four years of undergraduate tuition\* at any participating public college or university in Indiana. If the student attends a private institution, the state will award an amount comparable to that of a public institution. If the student attends a participating proprietary school, the state will award a tuition scholarship equal to that of Ivy Tech Community College.

In 1995, the first group of Scholars headed to college - with the continued support of the Governor and the Indiana General Assembly.

*\*The scholarship amount may be reduced depending on the availability of funds and the availability of the student's family to contribute to college.*

The information above and more can be found at [www.in.gov/ssaci/2345](http://www.in.gov/ssaci/2345)

# Community Engagement Report

Updates

Rosiline D. Floyd



**EdPower**

Excellence without Exception

[www.edpower.org](http://www.edpower.org)

Contents

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    Employment ..... 6

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## Updated Community Engagement Report for Arlington High School.

### Student Outreach

Principal Jimmy Meadows and Athletic Director Ramone Stallings introduced themselves to students and discussed extra –curricular activities.

4/15

4/17

4/19

Mr. Meadows will meet with students by grade level the week of **April 23**.

### Enrollment

After receiving information from IPS, the Director of Accountability, is creating a list to send enrollment information to parents. The expected completion date is **Early May**.

Mr. Meadows will have office hours for student enrollment beginning **April 23**.

The EdPower Team is currently working with Forest Manor Multi Service Center to hire a community coordinator. Responsibilities will include student enrollment and retention.

Tentative position description shown as Attachment **A**.

### Community Partnerships

We have a meeting scheduled with Learning Well Health Clinic on **Wednesday April 25** to solidify the contract for Arlington.

Met with Marion County Sheriff / Probation department **Thursday April 19, 2010** and agreed to keep Marion County probation office in the building. We will increase communication for the benefit of both organizations.

We have established partnership with Women Empowering Women Connect to work with female students. Our anticipated enrollment has a large population with social issues including home and family life which could potentially interfere with their education. We are hiring an organization to address these concerns. The organization will also be a resource for female students in crisis.

Women Empowering Women Network a community of professional women priority is empowering young people.

The Ok Program is a national organization facilitated by the Indianapolis Police Department to support potential at-risk students.

#### OUR MISSION

The mission of the O.K. Program is to build character, encourage responsible citizenship, promote economic self-reliance, strengthen critical thinking skill, and cultivate an aptitude for civic leadership in African American males ages 12-18. By facilitating partnerships between police agencies, schools, students, families, community members, business, and faith-based organizations the O.K. Program endeavors to reduce the high delinquency, incarceration, and homicide rates among African American males.

#### OUR CREDO

The O. K. Program is my program. It exists as an example of what we have built over the centuries in our efforts to make positive strides towards strengthening ourselves, our families, and our communities. As an active participant in the Program and an individual dedicated to building my character so that I can become a trustworthy and valuable member of my family and community, I promise to abide by and uphold the following principles of the O. K. Program.

#### Other Partners

##### **Kappa League**

The purpose of Kappa League is to help young men grow and develop their leadership talents in every phase of human endeavor. The program provides both challenging and rewarding experiences which richly enhanced their lives. Membership is open to male students of the tenth through the twelfth grades. The purpose of the organization is to help these young men to achieve worthy goals for themselves and make constructive contributions to their community when leadership roles become their responsibilities. Since 1995, the Indianapolis Alumni Chapter Kappa League has been an active force in the community. During that time, the chapter's program has continued to flourish and expand. Currently, the Indianapolis Alumni Chapter serves over 200 youth at six area high schools .The organization provides mentoring,

- Arlington High School
- Charles A. Tindley Charter School
- Broad Ripple High School
- North Central High School
- Pike High School
- Warren Central High School

## **Upward Bound**

### **PROGRAM DESCRIPTION**

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

### **TYPES OF PROJECTS**

Upward Bound projects provide academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students; and programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students.

### **JAG**

Name: Job's for America's Graduates (JAG) Indiana

Description:

A school-to-career program whose mission is to keep young people in school through graduation and to provide work-based learning experiences that will lead to career advancement opportunities or to enrollment in a postsecondary institution that leads to a rewarding career. JAG Indiana is administered in Indianapolis by Goodwill Industries of Central Indiana Inc., and is located at the following schools: Indianapolis Metropolitan High School, Arlington Community High School, Arsenal Technical High School, George Washington Community High School and Ben Davis High School. Combines intensive one-on-one and group educational experiences with field trips, presentations and volunteer activities.

### **21st Century Scholars**

The Twenty-first Century Scholars Program is established to do the following:

Reduce the number of students who withdraw from high school before graduation.

Increase the number of students who are prepared to enter the workforce upon graduation.

Increase the number of students entering postsecondary educational institutions in Indiana.

Encourage eligible students to attend postsecondary educational institutions in Indiana by reducing the financial burden on the eligible students and their families.

Decrease drug and alcohol abuse by encouraging higher educational pursuits.

Increase individual economic vitality.

## Job Fairs

|   |                 |
|---|-----------------|
| EdPower Job Fair                          | <b>02/11/12</b> |
| Teach For America                         | <b>02/18/12</b> |
| IN Charter School Association             | <b>03/03/12</b> |
| New Beginnings Fellowship Church Job Fair | <b>03/10/12</b> |
| Just in Time Job Fair IUPUI               | <b>03/28/12</b> |
| Annual Marilyn Pfister Career Fair        | <b>04/03/12</b> |
| Teach For America                         | <b>04/14/12</b> |
| Teacher Candidate Interview Day           | <b>04/18/12</b> |

## **Attachment A**

### **Summary**

The Coordinator will be responsible for working collaboratively with all the stakeholders in the school community to develop and deliver programming that meets the needs of students and their families of Arlington High School.

### **Implementation**

The Community School Coordinator develops, coordinates and supervises community programs and services for all age groups in Arlington High School. The programs include educational, recreational, cultural, health and social programming. Programs developed and operated are intended to be consistent with the needs and interests expressed by the community and various social agencies working in the community and with the policies of the Ed Power. The coordinator works closely with the Vice Principal and Community Advisory Council for Arlington High School, and is also responsible for:

### **Responsibilities**

- Coordinating, utilizing and developing a wide variety of services and programs in areas of education, social services, health, recreation and community services for the school and community
- Organization, operation and general management of all community education sponsored programs activities and to ensure the adequate supervision of these activities
- Support school staff in improving school/community relations, identifying community resources and developing programs and support services which complement and enhance the school's curricular program and student learning
- Working closely with Forest Manor Multi-Service Center and other community organizations and neighborhood residents to address community and school concerns.

### **Duties**

- Responsible for student and family recruitment and the execution of participant retention strategies
- Implement and maintain a process that encourages enrollment and services offered at the school
- Seek input from teachers, school staff, parents, and students to determine ongoing needs of students and families
- Identify and recruit people and organizations willing to offer programs and services for students and families at the school or to assist with operations
- Negotiate agreements with organizations that provide services focused on developing the whole student - academically, physically, socially and emotionally
- Work with the Vice Principal to determine hours of operation, security and students needs
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Coordinate and monitor programs and activities as well as manage schedules of partners at school
- Facilitate cross-referral of students and families between service providers
- Facilitate ongoing communication between service providers, teachers, parents and students
- Make regular reports to the Arlington Advisory Committee
- Establishes linkages with local businesses to promote their involvement in the school
- Represents school at community meetings and events.
- Assists with designing and managing volunteer systems within the school

- Manage the parent involvement component of the program
- Plan & implement family night, parent involvement activities, community celebrations, & student showcases
- Develop and deliver a communication plan appropriate for different audiences including a newsletter, program fliers, brochures, etc.
- Develop methods to identify, track and respond to individual student needs with the Vice Principal
- Establish clear behavior expectations for program participants and develop a strong community among children

**Position Description:** Community School Coordinator

**Position Requirements:** Bachelor's degree in education, social work, public administration, planning, urban studies or other related field required and/or three to five years of experience in a responsible supervisory or administrative capacity in School based /community-based organization or non-for-profit community organization, including: program coordination, program development and evaluation. As well as be in agreement with the philosophical mission and strategy of Forest Manor Multi-Service Center and Ed Power.

**Skills:** Excellent verbal communication skills both oral and writing skills. **Must have experience in facilitating collaborative endeavors, including mobilizing volunteers and working with multiple organizations.** An ability to work with diverse and challenging clients, to establish and maintain working relationship with co-workers, volunteers, funding source representatives, advisory committee, and service providers. A problem solver and be flexible in work style. **Experience in partnership development that is a visionary: seeks and responds to new opportunities while multi-tasking with minimal guidance.** Candidate must have the skills to be a self-starter, self-directed and a team player with all parties involved in the collaboration effort. Excellent computer skills with Microsoft applications, demonstrating capacity to plan, organize and manage activities that require attention to detail. Ability and willingness to work flexible hours, as needed.

