

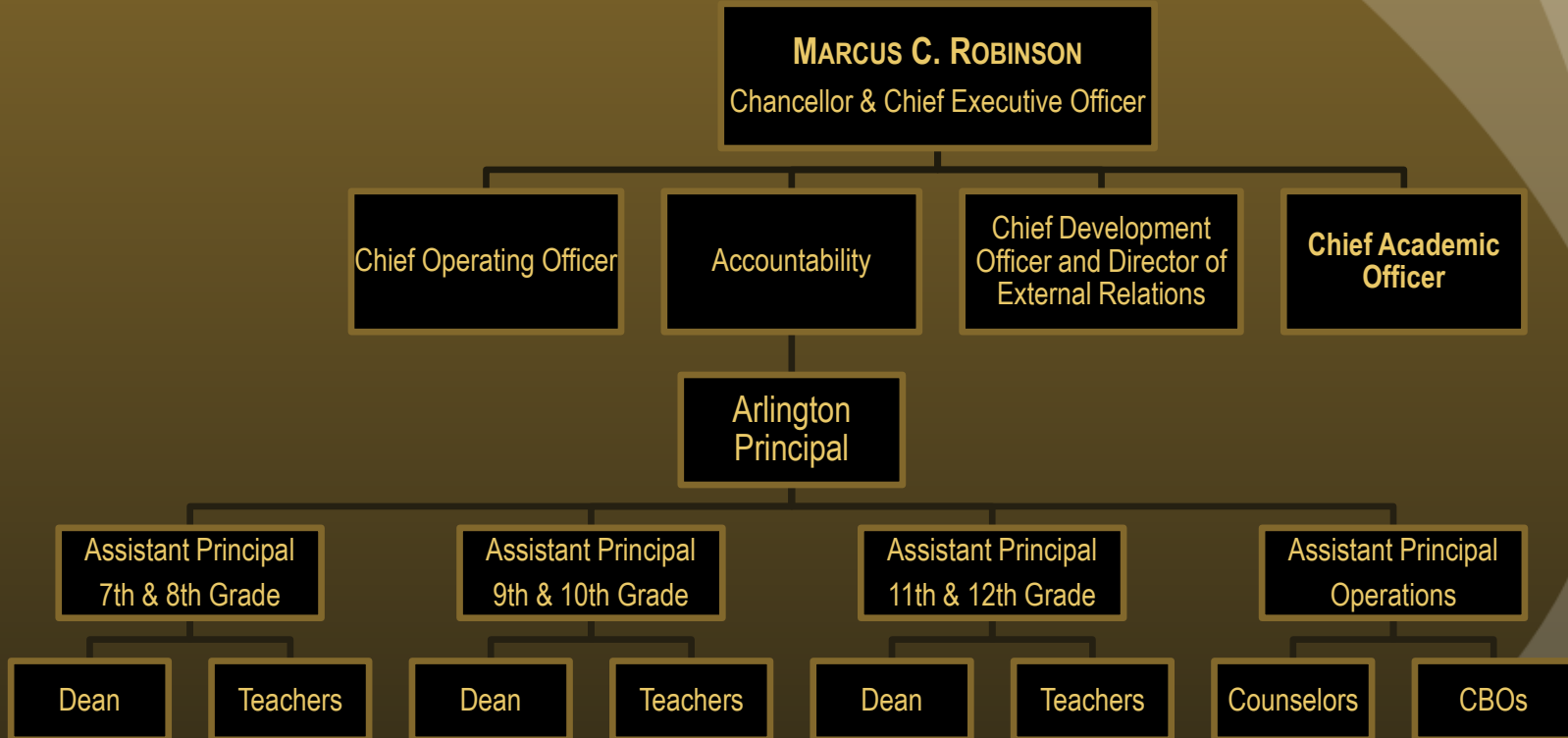
ARLINGTON HIGH SCHOOL

A PLAN FOR ACTION



EdPower

Arlington High School



I. Major Findings from Evaluation

AREAS OF CONCERN

- Safety
- Low expectations
- Lack of community involvement
- Poor culture and disruptive classroom behaviors
- Lack of cultural competency among staff
- Lack of parental involvement
- Opposing views (lack of consistency among staff) regarding single-gender classes
- Culture of misinformation

Safety

Observable Safety Concerns (A Top Priority)

School Administration's Tolerance of Unsafe Behaviors

- Fighting and threatening have become accepted behaviors
- Parents and some teachers expressed safety concerns
- Eight fights during one day of observations
- Some teachers lock the doors during passing periods due to “rowdiness, running, fighting, skipping class and walking the halls”
- Under-reported suspensions/expulsions
- Lack of adult supervision; often no adults in halls, few in cafeteria
- Ongoing use of profanities among students

Culture not Focused on Student Achievement

- Low expectations and little rigor: lack of challenging work or work requiring critical thinking skills
- High numbers of students in upper grades without appropriate credits to graduate (230 students are in online credit recovery)
- Unsafe environment makes learning difficult if not impossible.
- Lack of textbooks (students rarely carried or used books)
- Guided Learning Center (in-school detention) was described as the “dumping ground.”
- Some students not registered for classes, even in January

Community and Parent Involvement

- While there are a number of programs that exist at Arlington Community High School, there was little to suggest (through observation or survey) that the programs involved respond to students' academic needs.
- No observable tutoring or mentoring programs.
- No evidence of parental activity inside of the school.
- Informational meetings poorly attended by parents
- Staff reported a disconnect between home and school ("PTO's don't work in high school.")
- Conversations about parents were steeped in "deficit" language
- EdPower interviews with parents were thwarted by the schools refusal to provide parent information.

Lack Of Cultural Competency and Professional Development

Many staff members reported that there were too many teachers that did not know how to work with urban kids.

Professional development infrequent:

- one or two optional summer IT session
- Sign up for on-line professional development

Culture Of Misinformation

Students (and some parents) appeared to have been “schooled” in false information regarding the turnaround process. Staff and students expressed the following beliefs:

- Special education students would be put out of school
- Previously earned credits will not count
- Uniforms would be tremendously expensive (as much as \$1,000)
- The school would be closed next year
- The gym would be given to Cathedral High School
- There would be no athletics at Arlington

II. Recruiting And Retaining Highly Effective Teachers and Leaders

Jimmy Meadows, Principal at Arlington High School

Four Assistant Principals:

- Operations (who will oversee Wraparound Services and Community Based Organizations)
- 7th and 8th grade
- 9th and 10th grade;
- Transitions—11th, 12th and Credit Recovery.

EdPower has joined in partnership with Teach For America Indianapolis to recruit school leadership through its Indianapolis Principal Fellowship offering former TFA Corps members the opportunity to complete the Summer Principal's Academy at Columbia University in New York for four years service in Indianapolis.

Teacher Recruitment

EdPower is recruiting qualified teachers to serve the students at Arlington through various networks, including:

- Midwest colleges and universities
- Newspapers and email blasts
- Employment links EdPower's websites
- EdPower/Arlington's new website: www.arlingtonknights.org
- Hiring Fairs
- Woodrow Wilson Teaching Fellows
- Informational meetings have been held with current Arlington teachers to explain the turnaround process and EdPower's plan for school development. All teachers were encouraged to apply to teach at Arlington in 2012 and were provided with information on how to do so.
- Partnership with Teach for America
- Partnership with The New Teacher Project (Indianapolis Teaching Fellows)

III. Overview Of School Turnaround Plan

Mission

To provide a safe and structured learning environment where all scholars are trained to be successful life-long learners in a competitive society

Arlington will function as a public, college-preparatory school focused on ensuring that all graduates are prepared for college and career opportunities

Arlington High School

EdPower Turnaround Plan

Safety and a Culture of High Expectations for Student Success

- Comprehensive enrollment and orientation process for new scholars
- Comprehensive school safety plan
- All scholars (Class of 2016) will be expected to graduate with a minimum of a Core 40 diploma and a minimum of 46 credits.
- Clearly defined non-negotiable behavior expectations regarding RESPECT toward self, peers, and staff
- School uniforms that clearly distinguish a middle school scholar from a high school scholar
- Separate floors/areas with different daily schedules for middle and high school scholars
- Career and college access and exposure starting at 7th grade
- Ongoing communication with parents and families

Arlington High School

EdPower Turnaround Plan

Academic Accountability Measures

- Academic Progress Report every Friday
- Student-Led Parent/Teacher Conferences
- Extended day Monday-Thursday and Extended School Year for scholars who need additional academic support
- Quality Assurance School Dashboard Checks from Ed Power Director of Accountability and Central Office Leadership
- Consistent application of academic requirements for participation in sports and a the Scholar Athletic and the Extra-Curricular Code of Conduct

Arlington High School

Ed Power Turnaround Plan

Staff Professional Development

Intensive 4 week summer training based on research based techniques that produce highly engaged classrooms and academic results

On-going training using school-wide data dashboard that foster data-driven instruction

Embedded Culturally Responsive Teacher Training for all staff

Weekly Professional Development for staff to strengthen skills and address student performance

IV. Status Of Plans For Student Recruitment

Student data was not provided by IPS until the week of February 20th and the data is incomplete (missing phone numbers and other relevant information).

January 2012: EdPower participated in a student enrollment fair at Arlington to share mission and vision of new Arlington High School for 2012-2013

February 2012: EdPower received student data from IPS (post default date) within the past week.

March 2012: With the new data, EdPower will send out invitations to meet the Principal at EdPower Team Night. Scholars will complete course selections and interests survey pertaining to sports and extra-curricular activities for 2012-2013.

March-August 2012: Continued student recruitment to include: family recruitment meetings, neighborhood canvassing, recruitment at neighborhood events and service centers, letters to potential students/families.

V. Community Engagement

EdPower has held a series of meetings with community partners. In February, NAACP Education Committee led by Carole Craig and Joy Mason facilitated a meeting with EdPower at which over 15 partners present and committed to helping the new Arlington principal carry out the mission for Arlington. Regina Marsh, Director of Forest Manor Multi-Service Service Center, will coordinate efforts to facilitate monthly meetings and serve as a liaison to specific needs of scholars at Arlington

“Many Faces, Many Voices, One K.N.I.G.H.T.”

K- Knowledge

N -Nobility

I - Integrity

G - Growth

H - Honor

T - Tenacity

