



Broad Ripple Magnet High School: Partnering to Improve Student Achievement

September 4th, 2013

Partnership at a Glance

- We are moving into the 3rd year of a great partnership between Broad Ripple Magnet High School and Scholastic Achievement Partners
- We call this partnership “Operation Rocket Fuel” and have focused on a targeted set of high impact initiatives
- The partnership has yielded outstanding results and we are excited to continue the momentum in the coming year

Operation Rocket Fuel: Key Goals

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Improving Classroom Instruction	✓	✓	✓
Successfully implementing interventions to support struggling learners	✓	✓	✓
Developing school-wide leadership capacity	✓	✓	✓
Improve school culture and community connections	✓	✓	✓
Analyze curriculum and make recommendations for improvement	✓	✓	✓

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
		Literacy	Literacy + Success Periods
		Literacy + Success Periods	Literacy + Success Periods + Math
		Gradual Release	Gradual Release

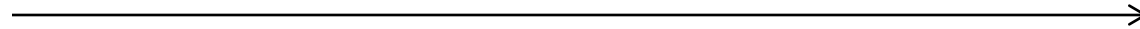
Operation Rocket Fuel: 2013-2014 Funding Levels

2012-2013

\$1,116,164

2013-2014

\$562,793



**Funding decrease in line with
gradual release model**

Alignment to School Improvement Plan

Key SIG Elements

Develop Teacher and Leader Effectiveness

Increased Learning Time and Creating Community Oriented Schools

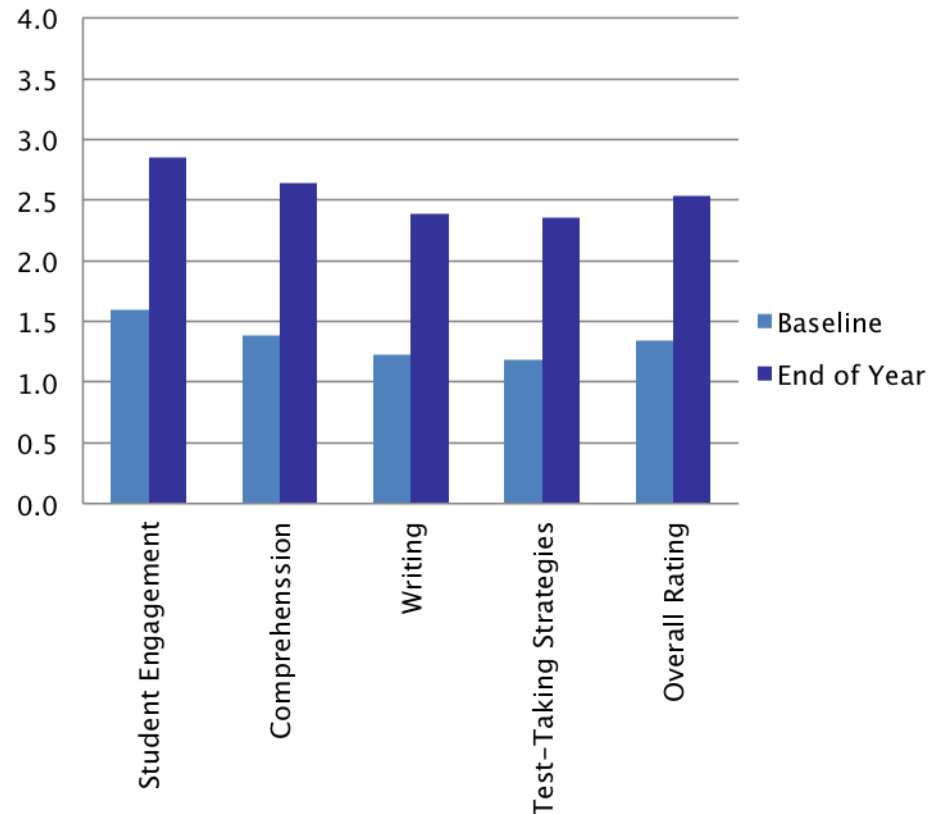
Comprehensive Instructional Reform Strategies

Provide Operational Flexibility and Sustained Support



Improving Classroom Instruction: Evidence of Success

Proficiency at Implementing Instructional Strategies



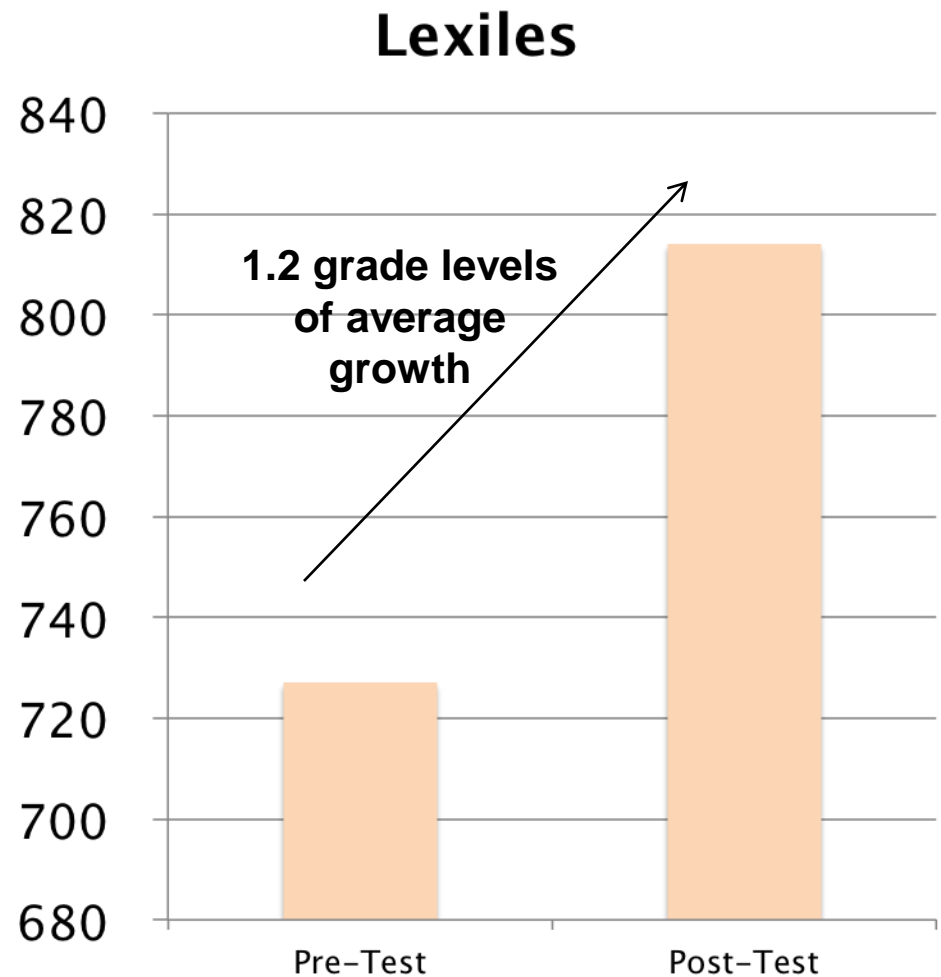
- Defined “The Broad Ripple Way”- key instructional strategies to be implemented in every classroom, every day
- Created robust professional learning plan (PLC, online, job-embedded coaching) to support teachers in implementing strategies
- Monitored progress to ensure that instructional strategies were changing
- **This year: Stay focused and ensure ongoing classroom application**

Professional Learning Plan

- **STEP 1:** Identify a focused set of high-impact strategies that we want to implement in every classroom and that we think will “move the needle” with student achievement (Constructed Response Practice/Test Taking Strategies, Questioning, Use of Graphic Organizers)
 - *Aligned to 5-5-3-3 framework adopted by district*
- **STEP 2:** Implement a multi-faceted PD model to ensure that teachers are comfortable with these strategies
 - *Online (Scholastic U)*
 - *Use of PLC time for delivery of foundational PD and reflection*
 - *Use of Success Periods*
- **STEP 3:** Support with intensive job-embedded coaching and progress monitoring to ensure high fidelity implementation

Successfully Implementing Interventions: Evidence of Success

- In Year 1, enrolled below proficient students in research-based intervention (READ 180)
- In Year 2, focused on adding additional rigor to Success Periods
- **This year: continue to implement literacy and success periods with high fidelity, and begin new math intervention initiative (Math 180)**



Developing School Wide Leadership Capacity: Evidence of Success

- Created Instructional Leadership team, which works with principal to oversee improvement initiatives
- Provided additional support for this group in developing instructional leadership skills, including 3-day Leadership Summit in Fall 2012
- **This year: Make this team the focus of our “gradual release” model and ask them to take on more direct oversight tasks**

Gradual Release Model

Year 1: 12 meetings focused on building knowledge of key instructional focus areas

Year 2: 28 meetings focused on leading weekly PLC sessions

Year 3: Continued PD focused on leading PLCs

Other Initiatives

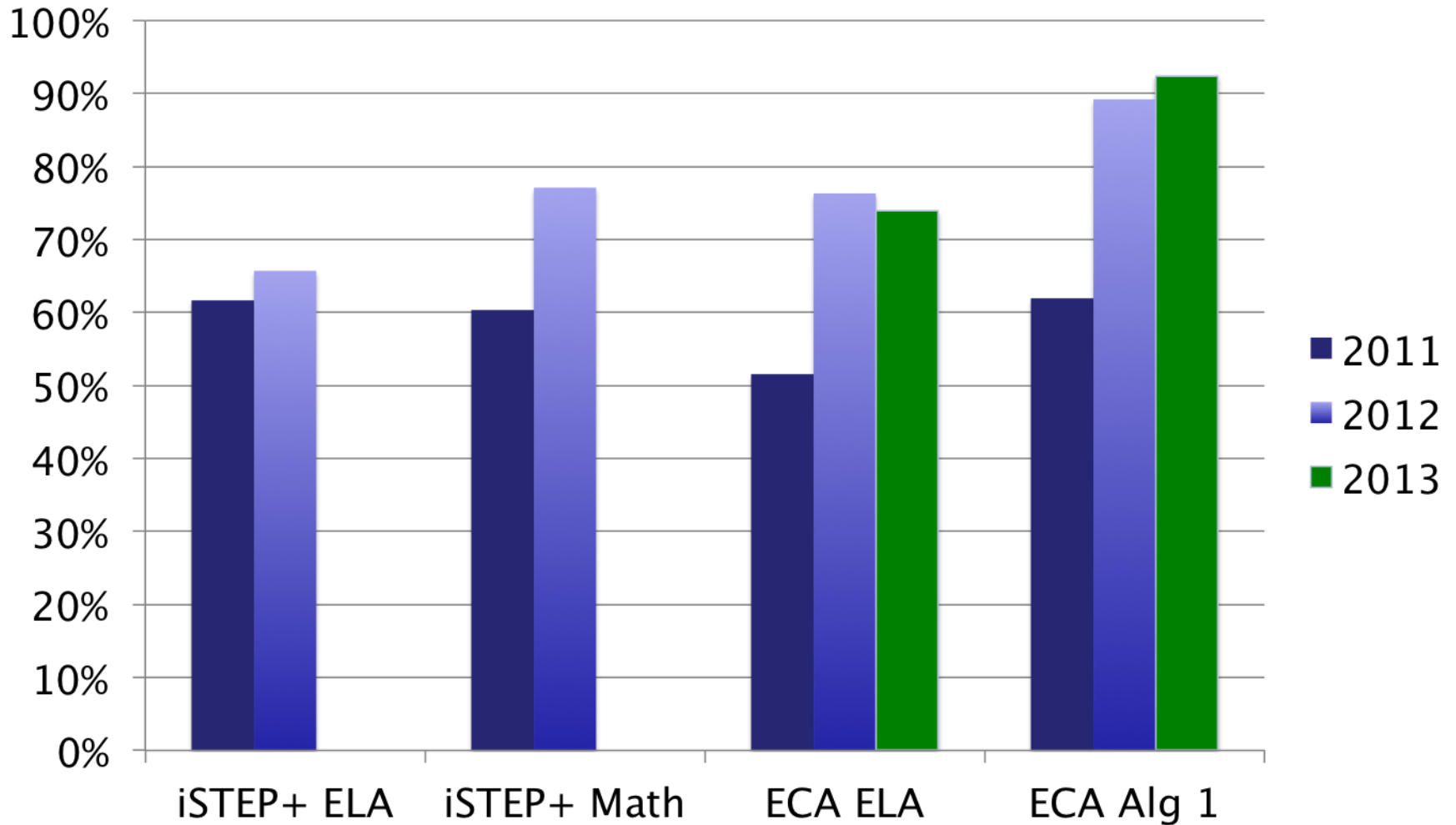
Improve school culture and community connections

- Established parent liaison for Instructional Leadership Team
- Created Student Leadership Team to give student body greater voice
- Held regular open houses to enhance outreach
- Met with key stakeholder groups (alumni association)

Analyze curriculum and make recommendations for improvement

- In Spring 2012 conducted robust analysis of curriculum
- Identified areas for improvement and incorporated into 2012-2013 plan
 - Increased focus on differentiation
 - More explicit connections to College and Career Readiness

Evidence: End of Year iSTEP+ and ECA Data



Evidence: School Letter Grades

2011

2012

Middle
School

F

C

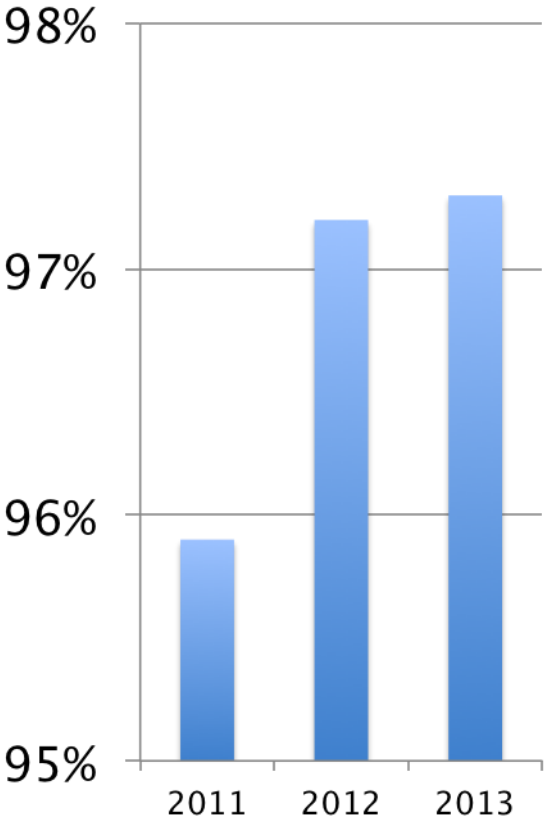
High
School

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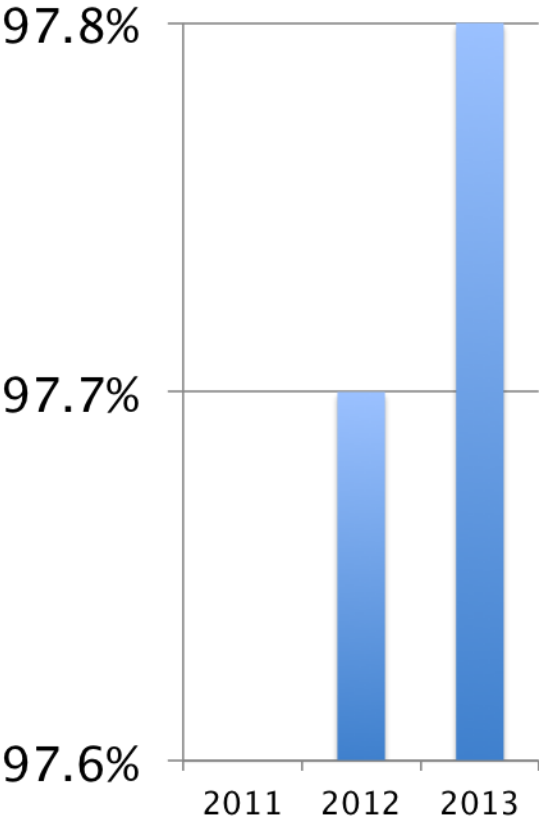
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Evidence: Other Indicators

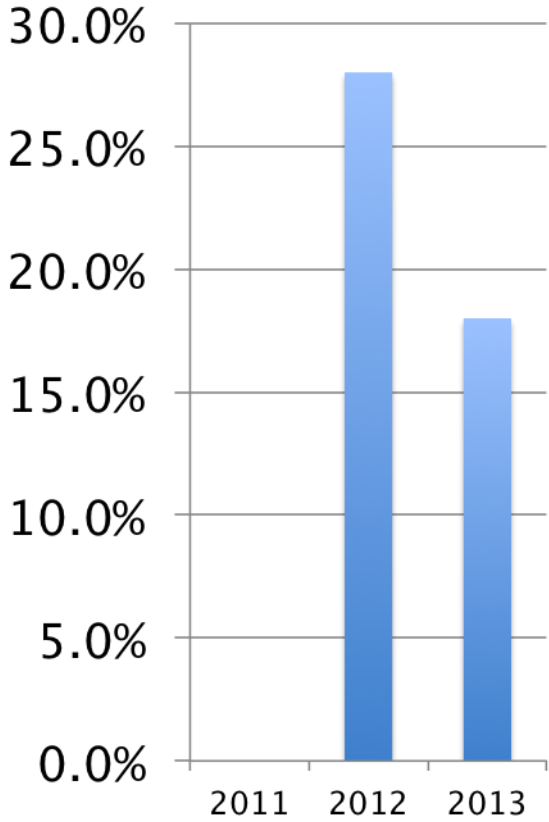
Student Attendance



Staff Attendance



Suspension Rate



Results were achieved with buy-in and support of BRMHS staff

“What I especially enjoyed was the relationship that the Scholastic Team built with the staff at BRMHS. As we all know, everything comes down to relationships, and this team showed their understanding of that, as they took a reluctant group of adults kicking and screaming through the process. In the end, we all (the staff) were grateful for the dignity and understanding that they offered to us.”

“Thank you. I have really enjoyed being a part of the Scholastic initiative. It has been many years since I have taken a course or participated in a workshop environment that provided me with this many tools that I could begin to use immediately and see the growth of the students so quickly. I always wanted to be a teacher who made a difference. Now I am the student who sees what a difference utilizing better teacher strategies can make :-)”

Next steps

- Get 2013—2014 partnership off to a strong start
- Implement new professional learning plan
- Structure PLCs
- Establish role of Instructional Leadership Team
- Implement new Math intervention (Math 180)