



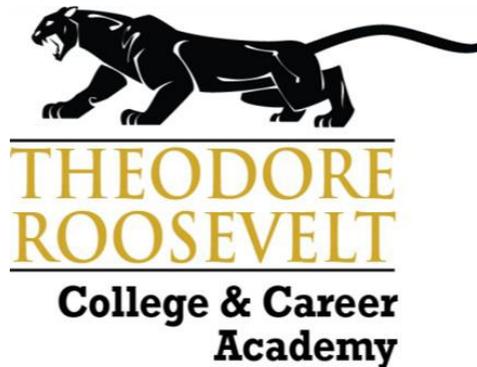
THEODORE
ROOSEVELT

**College & Career
Academy**

2012-2013

Vision

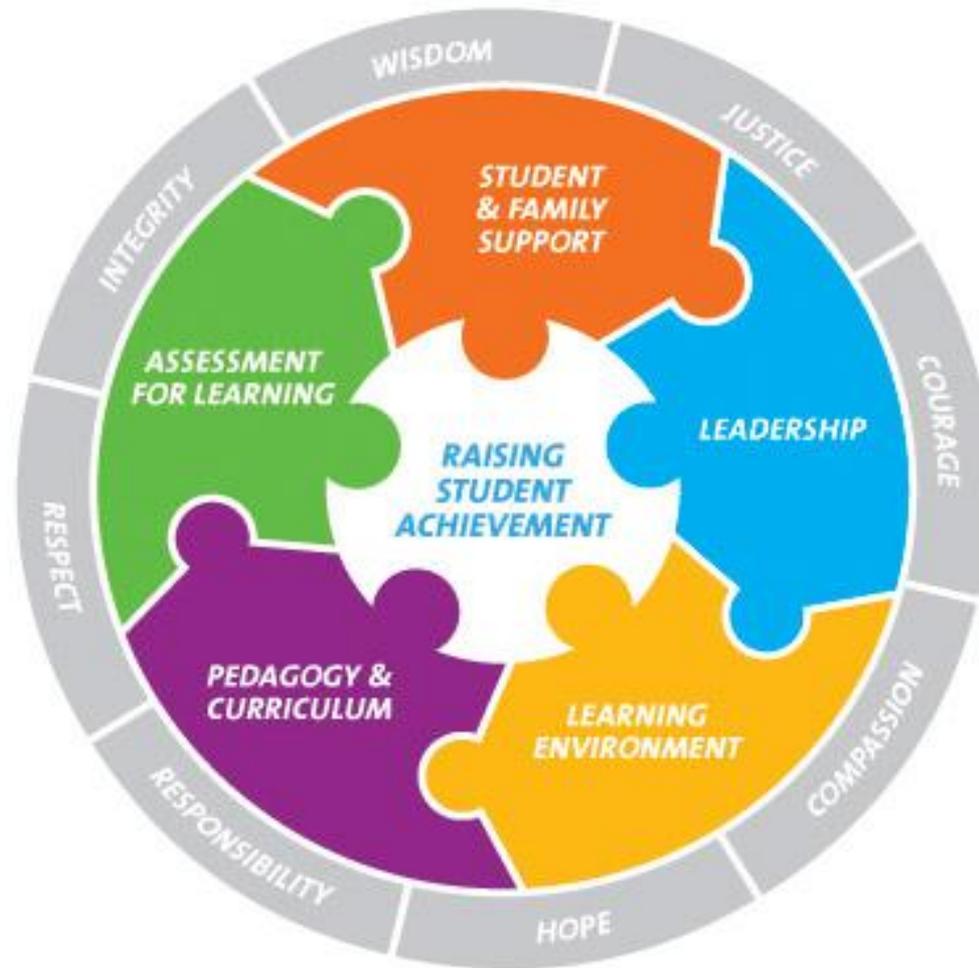
“Every Student Proficient and Prepared for
College and Careers”



Mission

The mission of Theodore Roosevelt College and Career Academy 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.

Supported by 5 Strand Design



Turnaround Principle #1: Provide strong leadership

- Distributive Leadership Team Model
- Weekly professional development
- Monthly staff meetings with embedded professional development
- Framework for Learning and Teaching Coaching Model
- Classroom Walk-through's



Turnaround Principle #2:

Ensure that teachers are effective and able to improve instruction

- Daily Collaboration time for teams
- Academy Directors
- Feedback on weekly lesson plans
- Achievement Team Meetings
- Co-Teaching Model Implementation
- Professional Growth Plans



TRCCA PD Week of October 22, 2012

Day/Time	Audience	Strand/Topic	Facilitator(s)	As a result of this PD, participants will...	Location/Bring
Mon., Oct. 22 11:30am—4:00 pm	Principal, Key Leads and DAs	Leadership-Quarterly Leadership Academy	Nicole Wood, ED of Leadership for EL	Review the progress on the implementation plan and revise plan for Q2, including action items and owners	Meet in the leadership room; bring laptops
Mon., Oct. 22 House Team PD times	All Learning Coaches	Student and Family Support-Prepare for SLCs	Academy Directors and Lead Teachers	Teachers and Learning Coaches will review the process and expectations for SLCs	Regular meeting place for your house team meetings
Mon., Oct. 22 4:00 pm-5:30 pm	Admin Team & EL Regional Team	Leadership-Preparation for events of the week & the DOE visit	Principal	Prepare for the quarterly 1003a grant monitoring visit from the DOE	Leadership Room; bring laptops
Tuesday, Oct. 23 7:45 am-8:30 pm	Principal, ADs & SOM	Leadership-HR training	Gail Edwards, HR business partner	Receive ongoing training around EL HR processes	Meet in SOMs old office
Tues., Oct. 23 House Team PD times	All Teachers and Learning Coaches	Student and Family Support-Grade-Level Achievement Team Meeting	Academy Directors and Lead Teachers	Teachers and Learning Coaches will analyze student achievement data, behavior data and grades to prepare for student goal setting at SLCs	Regular meeting place for your house team meetings
Tues., Oct. 23 3:45 pm – 5:15 pm	Leadership Team members	Leadership-See agenda for meeting	Principal	See agenda for meeting	Leadership Room; bring laptops

Wed., Oct. 24 House Team PD times	All Learning Coaches	Student and Family Support- Prepare for SLCs	Academy Directors and Lead Teachers	Teachers and Learning Coaches will work together to prepare for SLCs	Regular meeting place for your house team meetings
Thurs., Oct. 25 8:00-10:00 am	Admin Team	Pedagogy and Curriculum- Scholastic Leadership Academy	Scholastic Team	Review the data from the Read 180 and System 44 interventions	Leadership Room; Bring laptops

Fri., Oct. 26 7:30 am—3:00 pm	Teachers and Admin Team	Pedagogy and Curriculum- Learning Focused Training	Debbie Cargill, Learning Focused	Unpack standards, develop learning maps	Community Room
Fri., Oct. 26 8:00 am—3:00 pm	Operations Team-	Operations	Nicole Wood and Nichole Downes	See agenda	Leadership Room- Bring Laptops
Fri., Oct. 26 9:00 am—3:00 pm	Security Team	Safety and Security	Randy <u>Braverman</u>	See agenda	TBD
Fri., Oct. 26 3:00 am—6:00 pm	Security Team	Safety and Security	Randy <u>Braverman</u>	See agenda	TBD

-Reminder of Meeting Norms-

Be on time; Be prepared; Be fully present and engaged; Take notes; Silence technology; Eliminate sidebar conversations; Plan to act on new learning; Bring an open mind and positive attitude

Facilitators—Remember to keep an agenda, sign in sheets and handouts for your PD binder

Turnaround Principle #3: Redesign the school day, week, or year

- Our Meeting and Learning Coaches
- Credit Recovery (built in to the school day and after school, at no cost to families)
- Students are recovering credits and getting “back on track”
- After-School Tutoring
- Summer School
- Summer Transition Program for incoming 9th graders
- Designed 5th Year Senior Program for Year 2



Turnaround Principle #4:

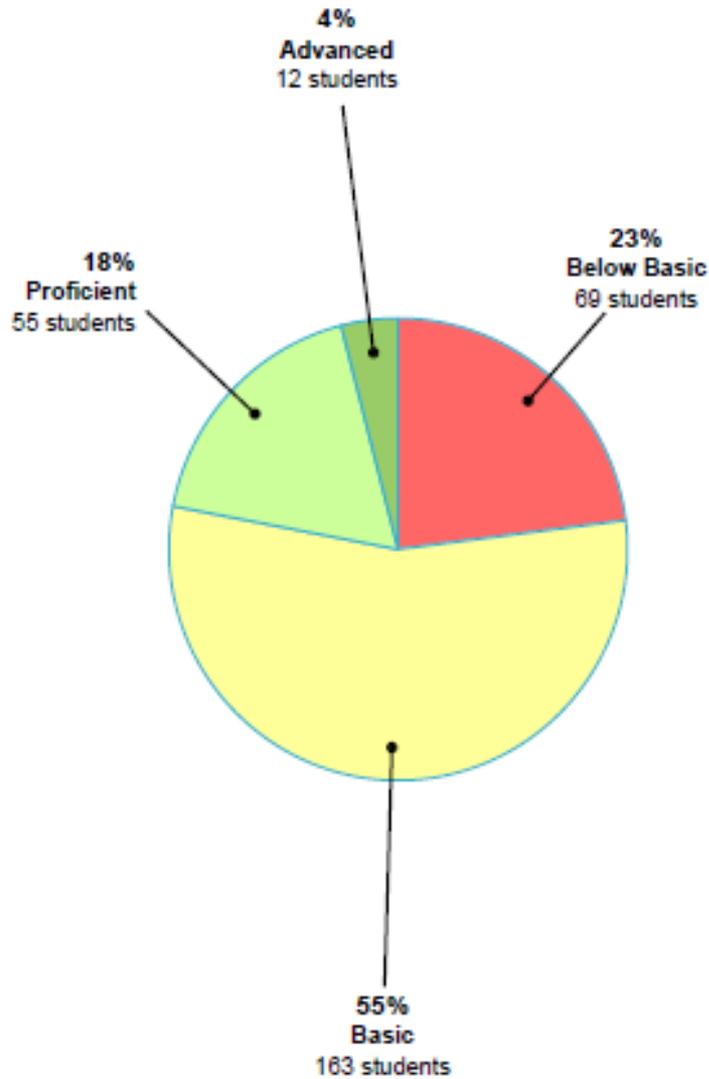
Strengthen the school's instructional program based on student needs

- Read 180 Classes/System 44 Classes
- Achieve 3000
- Blended Learning Course Options
- Co-taught ELA and Mathematics Classes
- Alternative Education Program

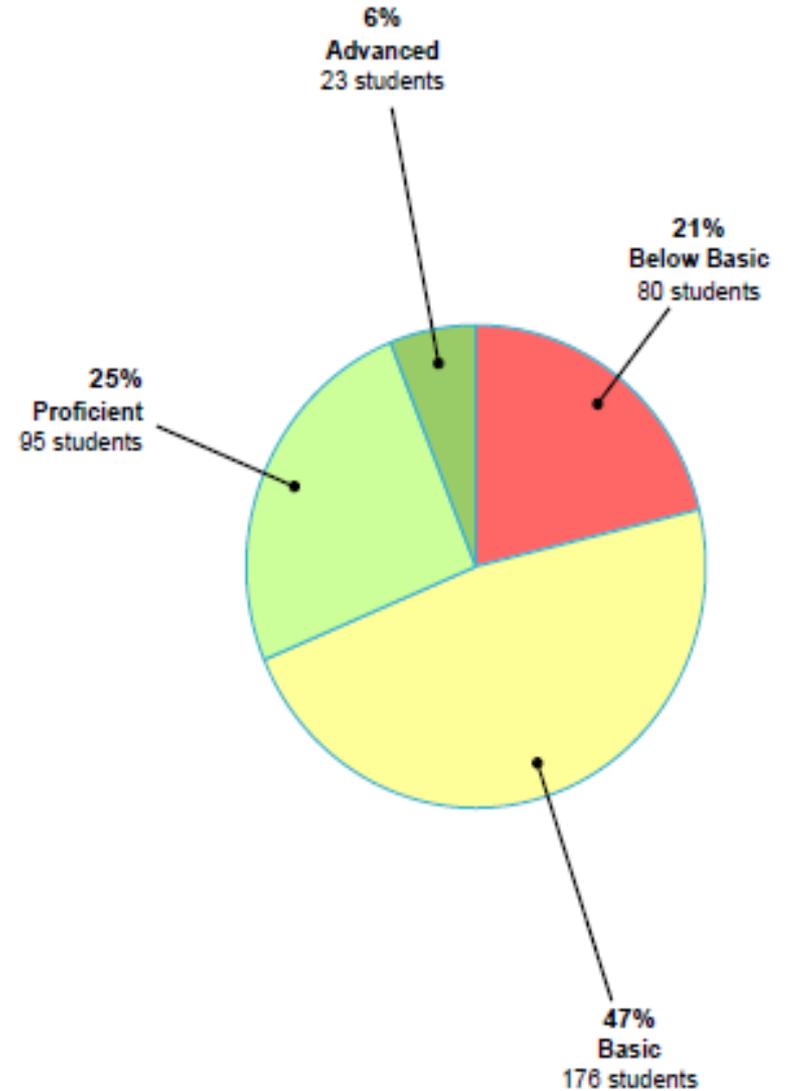


READ 180 Progress (General Population)

Pre-Screening Data

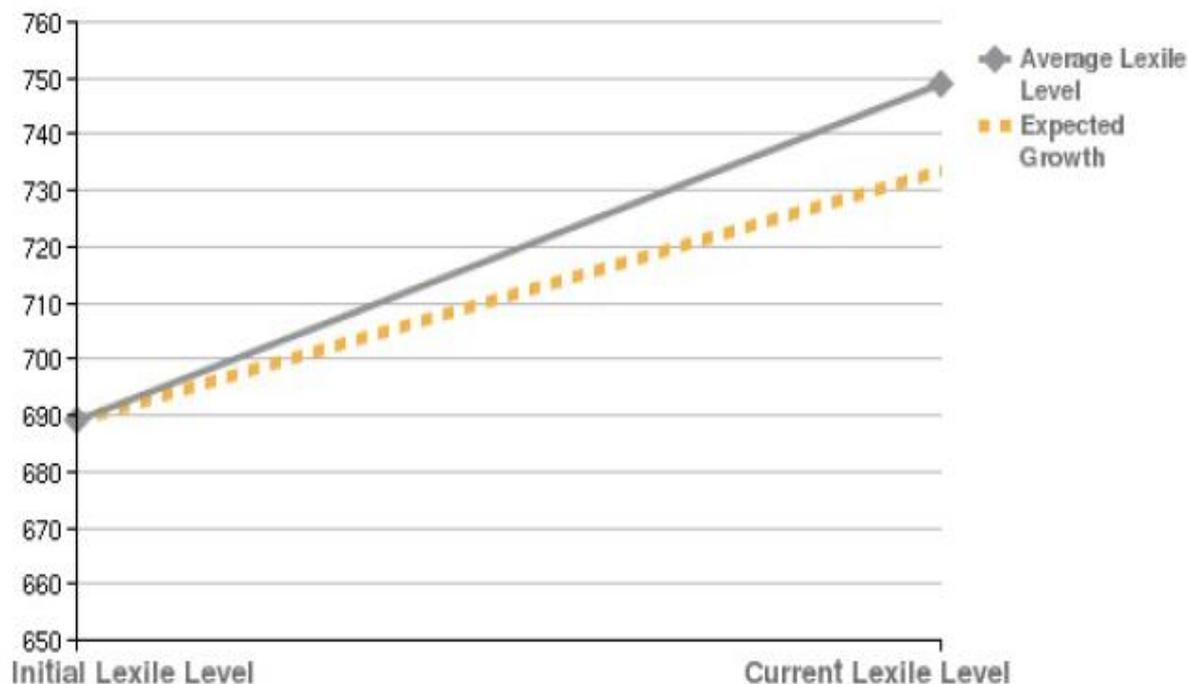


Post-Screening Data



Achieve 3000 Highlight

How have students' Lexile[®] reading levels progressed?



Students demonstrated a mean gain of 59.9 Lexile points. Expected gains were 44.4 points; students exceeded this expectation by 15.5 points.

Read 180/System 44

Students with IEPs

- 28 students with IEPs in Read 180
- 67% experienced Lexile gains
- Average Lexile gain – 98 points
- 10 students with IEPs in System 44
- 60% experienced Lexile gains
- Average Lexile gain – 106 points
- 30 more licenses added for students with IEPs in 2013-14

Turnaround Principle #5:

Use data to inform instruction and for continuous improvement

- Scholastic Reading Inventory (SRI)
- Monthly eValuate assessments (ELA and Math)
- Attendance and Behavior Data
- Achievement Teams meet weekly
- Student Led Conferences (SLCs)
- Quarterly Key Lead Academies



Turnaround Principle #6:

Establish a school environment to improve school safety and discipline

- EdisonLearning 8 Core Values
- School-wide Community Code
- Classroom Management Professional Development
- Behavior Matrix
- 2 School Resource Officers
- Alternative Education Program
- Very Important Panther (VIP)
- Positive Behavior Support (tickets)

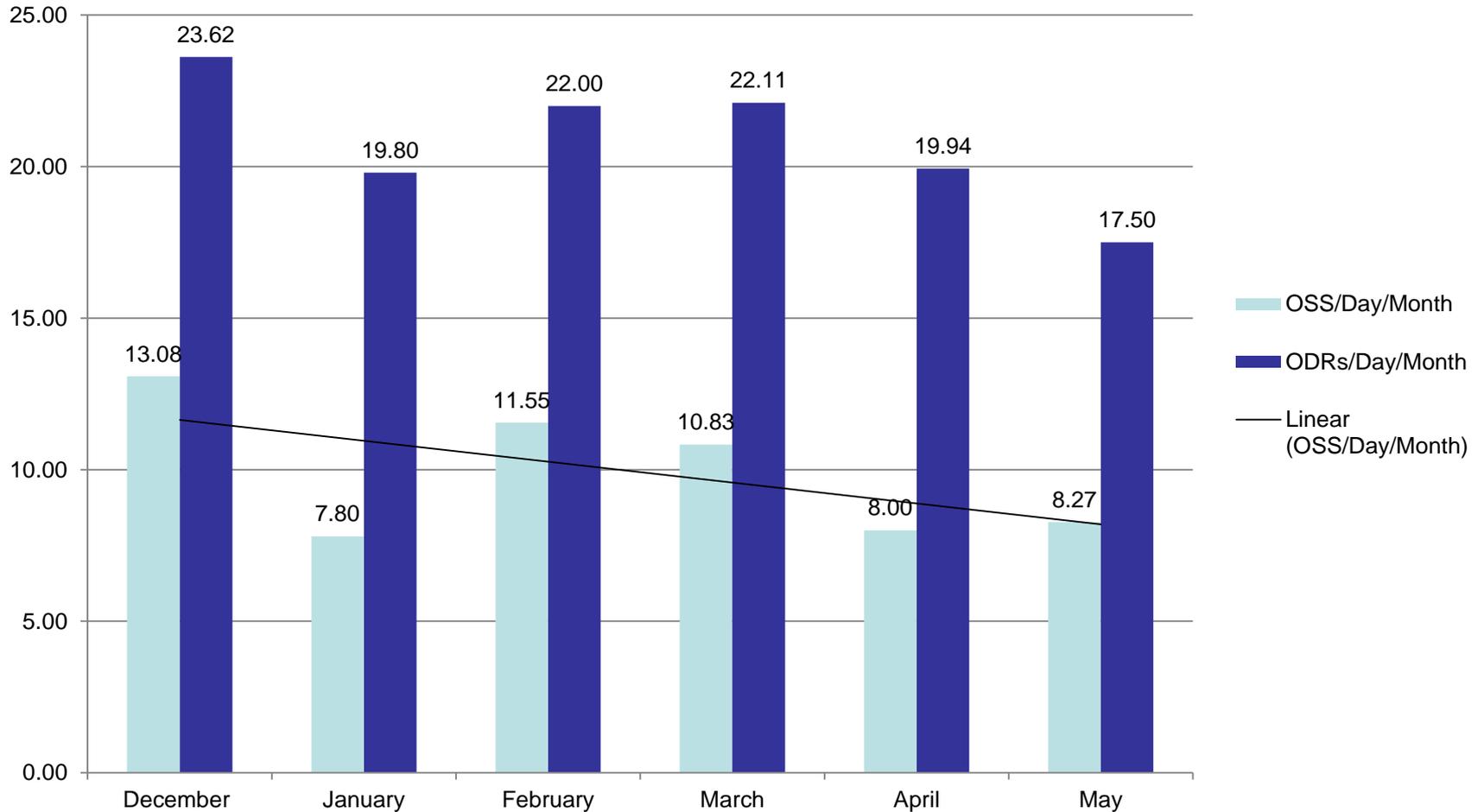


TRCCA - Office Discipline Referral Analysis

Rate of Out of School Suspension

2012-2013

OSS - Out of School Suspension
ODR - Office Discipline Referral

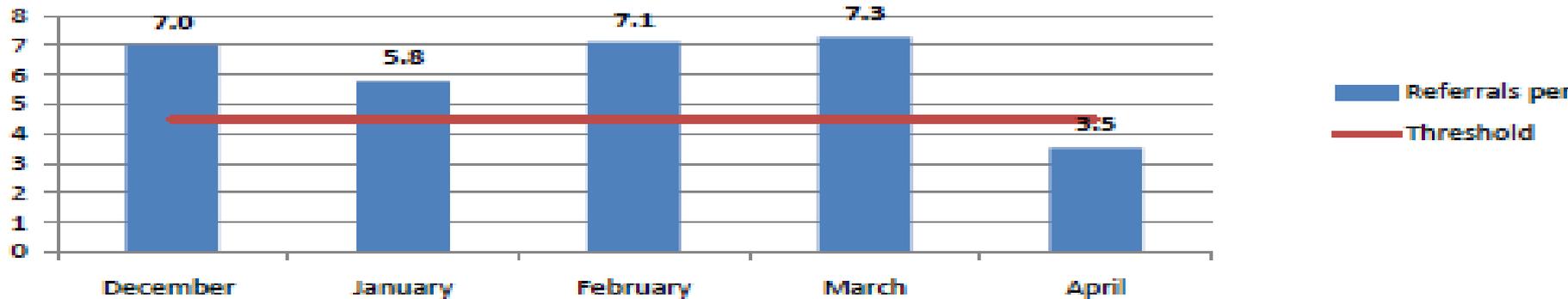




Office Discipline Referral (ODR) Data Analysis Worksheet

Month/Year: April 2013

TRCCA 2012-13 - Collegiate Academy ODRs/Day/Month



What are the top 2-3 reasons for ODRs during this period?

Time and location of the majority of ODRs?

Problem statement (Check: 2 or less sentences; defines performance gap; identifies deviation from the standard; NOT list causes of the problem)

What are the root causes of problem statement (i.e., affinity diagram, fishbone diagram, 5-Whys, etc.)?

Turnaround Principle #7:

Provide ongoing mechanisms for family and community engagement

- Quarterly Student Led Conferences
- Student Engagement Coordinator
- Monthly Parent Newsletters
- Parent Advisory Council (PAC)
- Indiana Parenting Institute (IPI)
- Grade-level Parent Nights
- Friends of TED
- Pastor's Breakfast
- Community Partner's Breakfast



Challenges

- Attendance/Truancy
 - 74% attendance across the year
- Behavior Management
 - Improving behavior and reducing ISS and OSS
- Ongoing Funding
 - 1003(a) funding for FY 13 supported education plan and interventions, significant renovations
 - Building renovations needed, specifically in athletic areas
 - Request continued support to achieve the dream and vision embarked upon
- Shared Services
 - Mediation support provided by IDOE is ongoing
 - Support needed to properly service the students and the building

Priorities for FY 14

- Continued on recovering significant student deficits with credit recover
 - Current junior class identified as the furthest behind with their credits
- Blended Learning Flex Model fully implemented in grades 7-9 with one to one devices
- 5th Year Senior Program developed to meet the needs of 85 seniors returning in the Fall
- Operating agreement that services air and heat, mold issues, grounds and maintenance

At TRCCA...
Achievement is **NOT** an option!

“Optimism is the faith that leads to achievement,
nothing can be done without hope and confidence.”

-Helen Keller



6/14/13

Patrice C. Jones
2151 Garnett St.
Gary, Ind. 46407
(219) 886-0130 / 219-9873

To: Board of Education
Re: Theodore Roosevelt College
+ Career Academy

Positive Changes Made:

I. Separation of Students:

7-8 children were housed
in the D building:

- a. uniform colors: khaki/black
- b. had their own lunchroom
- c. did not mix with the high schoolers at all!

9-10 children:

- a. uniform colors: light yellow/
black
- b. separate lunch hour from 11-12gr.
- c. housed on first floor

11-12 children:

- a. uniform colors: gold/black
- b. housed on 2nd floor

* All grades had their own

administrators/teachers to serve the grade levels.

Lunch hours were only 25 minutes. It kept the children from unnecessary disruptions such as fighting

Discipline:

The administrators handled the problems immediately:

a. They let the children know on day one that consequences would come. No Exceptions/
No Tolerance

b. Suspensions were given on 1st occurrences

Hallways:

a. Were kept clear after the passing of class

b. They (administrators, security+ teachers) assisted in this matter

The Building:

a. Every person entering to go

through the metal detectors and guided to their direction by staff

b. Parents had to show I.D. before removing children from school.

c. Edison Learning made changes by:

1. Installing new lockers

2. New light fixtures

3. Removing writings off the walls everywhere in the building

4. Held students accountable for their grades

a. Child had to accompany their parents when picking up their reports + explain why they received the grades

Edison Learning had challenges as any Corporation and they did their best in my opinion for the 1st yr. As a parent I enjoyed my experience with Edison.

Sincerely,

Patrice C. Jones
Patrice C. Jones
parent

To Whom It May Concern,

My name is Theresa Oliver . My son Johnathan Oliver recently graduated from Theodore Roosevelt College and Career Academy in May.

I appreciate the changes made at Roosevelt because they have made my son a more responsible person. I have witnessed a great improvement in his ability to not only set goals but remain focused and strategic about achieving those goals.

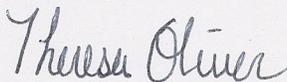
The school environment is now a safe place that encourages students to strive for success. The security team and administrators were very thorough in maintaining high standards to ensure the continued safety of every student and a peaceful learning environment.

I also believe the TRCCA has a sincere interest in Johnathan's success. Teachers and administrators challenged him to be a part of the changes he wanted to see through mentoring. He worked closely with the Student Support Services team, Student Council, Academy Directors, and Principal to organize and implement Senior Class activities. This hands-on experience has prepared Johnathan for his future plans to obtain a business management degree.

Lastly, I felt valued as a parent. Teachers and administrators were very welcoming and personable. Teachers helped me to understand what Johnathan needed to do to succeed and how I could support the process.

I would highly recommend Theodore Roosevelt College and Career Academy to any parent .

Sincerely,

A handwritten signature in cursive script that reads "Theresa Oliver".

Mrs. Theresa Oliver

To Whom It May Concern:

I am the mother of Theodore Roosevelt College and Career Academy student, SherRicka Sweet. My daughter was part of the first graduating class of TRCCA.

I am writing this letter to express my gratitude to TRCCA for the changes made. I felt the school was a much safer place and teachers actually cared about the students. When visiting the school it was quiet which improved SherRicka's concentration resulting in better grades. SherRicka became more focused and intentional about her grades and attending college. She also joined several afterschool activities which she had never done in previous years.

SherRicka was accepted to Vincennes University. I believe the changes that were made at TRCCA paved the way for my daughter.

I fully support TRCCA and believe first hand that they want every student to succeed.

Sincerely,

Sholanda Williams

----- Original Message -----

Ms..banks well idk were to begin.. Dejah wasn't there a full year..was there any growth in her academic, personality, behavior, in the time frame she was there yes absolutely!

When she first begin it was like ma I'm to late to join anything.. I was like are u sure.. So for awhile she was always sad n down saying she's bored n what to go back to Chicago. Her first quarter of grades were below for her.. So I'm not sure which teacher I need to thank..more less all her teachers I would love to thank...she manage to join the track team started coming home sharing stories events that was going on she was so excited bout school... Her grades rised up and she ended the year on the honor roll! I'm so greatful for everyone time and support with her..dejah whole attitude has change she can now chose to do right with school and not worry bout fitting in with the girls..and that's a lot to learn when your a 14 old girl...so thanks to all of you!!!!!! You're all are doing an awesome job!!!! ;)

Ms. Garrett

Junior Academy Parent

GREAT PARENTING HAPPENS HERE!

June 12, 2013

Dear Theodore Roosevelt College and Career Academy:

I see happy children! I talk with children who have goals that are crystalized and who are preparing themselves intellectually and academically to move into living those goals.

I see children who show less stress and strain in their countenance, in their behavior, and in their ability to work with their classmates and teachers. I see team work. I see young men and women, giving firm handshakes, looking you in the eye and speaking with confidence, exhibiting good manners, and taking on academic challenges through innovative learning opportunities that expand outside the classroom. I see young men and women with purpose driven by achievement.

It is important that you know that I am not a Roosevelt graduate nor a Roosevelt parent. I am a concerned citizen who have observed and interacted with Roosevelt parents, teachers, alumni, and students since 2007, personally and professionally, under the leadership of 3 principals and now 4. And, today, I finally like what I see.

In the professional capacity of parent educator, one of my functions is to facilitate parent involvement in the academic success of their children. Central to achieving this goal is listen to parents and their children and providing them with alternatives to deal with the harsh realities of parenthood and raising responsible children, and supporting them in accessing resources for the provision of their families in an urban community conflicted with many social challenges.

Today's Roosevelt parent is empowered by its open door policy and partnership in addressing the concerns of parents and engaging them in the process as stakeholders in the success of their children. As a results, parents are openly encouraging and supportive of their child's academic success. They show pride in their choice to have chosen TRCCA for their children. They feel that it is a safe learning environment for their children and one where their children will be taught to compete equally with children from all walks of like. As one parent put it, "This is the only school around here that offers my son an equal chance to succeed and compete with other kids in college. That's why I chose Roosevelt."

Continuing along this path, is a sure road to sustained success for TRCCA.



Laura Smith-Wynn
Executive Director/Founder

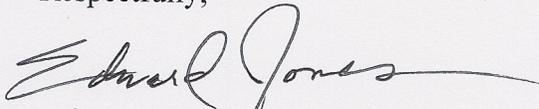
To Whom It May Concern:

As a public service professional, entering high schools is always an interesting experience and sometimes unpleasant. However, since last year, I have particularly noticed a remarkable change in the halls of Roosevelt.

The hallways are completely clean of debris. The walls are free of graffiti and the old filthy lockers have been replaced with new black lockers. The lighting has been updated which illuminates the hallways and makes the school seem brighter. The students are in the classrooms as opposed to loitering in the hallways. The noise level is quiet during school hours. Security keeps the flow of traffic moving swiftly when the students are transitioning between classes. This makes it easier to navigate the building and perform a fire inspection without distractions.

The team at Roosevelt is very cooperative and amenable to suggested updates or changes to meet compliance. I enjoy working with the team at Roosevelt and applaud the changes they have made to improve the quality of education and overall behavior of our youth.

Respectfully,


FIRE INSPECTOR

To Whom It May Concern,

In my years as a police officer, I have been to Roosevelt High School many times. Over the past school year, I have witnessed changes to increase safety that have significantly decreased student violence. I have also noticed fewer students in the hallways during class times.

Through my experiences with the school this year, I believe administration has been consistent about student discipline without bias. I believe this has improved the educational process.

I believe these changes were long overdue.

A handwritten signature in black ink, appearing to be the initials 'JH' with a stylized flourish underneath.

Sincerely,

6/14/2013

National Roosevelt Alumni Assoc:
President: Annie May

Ref: Theodore Roosevelt College and Career Academy

To Whom It May Concern:

The National Roosevelt Alumni Association has been actively working with the school since 2006, the improvements to the building and cultural climate has made a significant change in student and community progress for change.

Our Organization was successful in obtaining Historical Preservation status for the school. Edison Learning has been a positive partner toward achieving this goal. The Alumni look forward to greater success in the coming school year. The school will always be a focus point for the residents in this community.

The National Roosevelt Alumni Association with the help of Edison Learning are developing extra curriculum to enhance community involvement in the coming school year.

Below you find other organizations that are committed to continue the positive changes made at Roosevelt:

NORTHWEST INDIANA WOMEN'S MUSEUM

DELANEY HOUSING DEVELOPMENT INC

GROUNDWORKS OF GARY INC

NORTHWEST INDIANA LANDMARKS

Sincerely,

Annie May