



School Turnaround Update
Gary Roosevelt HS

Indiana State Board of Education

March 6, 2012
EdisonLearning, Inc.

Major Findings—Deliverables 1 & 3

- Learning Environment
 - No clear shared mission, vision and values
 - Lack of behavior management expectations and systems
 - Insufficient focus on college and career preparedness
 - Minimal parent engagement/communications
 - Modest number of community-driven programs for students
 - Several extra-curricular activities are available for students
- Curriculum & Pedagogy
 - Very low educational rigor and expectations
 - Minimal structured lesson and unit planning
 - Minimal variety of pedagogical methods
 - Minimal formative assessment to inform adjustments in teaching
- Student Support Services
 - Lack of structured academic/behavioral intervention program
 - Significant segregation of students with IEPs

Major Findings—Deliverables 1 & 3

- Leadership
 - School leadership not focused on improving student achievement
 - Lack of distributed leadership model
 - Minimal implementation of school improvement plan
 - No active professional development plan
- Operations
 - Lack of building-level budget information
 - Poor systems for tracking student and staff attendance
 - Technology is outdated and mostly isolated in computer labs
 - Minimal integration of technology into core education program

Copyright © 2012 EdisonLearning, Inc. All rights reserved.

3

Major Findings—Deliverables 1 & 3

- Facility
 - Building is in poor condition
 - Interior finishes in poor condition; significant graffiti
 - Broken lockers, doors, ceiling tiles, lighting lenses
 - Aging water distribution system (not replaced in 2003 with new HVAC)
 - School safety is greatly compromised
 - Padlocked and chained exit doors
 - Nonfunctional emergency and exit lights
 - Unlocked electrical cabinets
 - Inconsistent implementation of safety procedures (entry & sign-in)
 - Alarm systems disabled or nonfunctional
 - Nonfunctional security cameras
 - Inadequate emergency plans
 - Parking lot lights are nonfunctional
 - Malfunctioning intercom system

Copyright © 2012 EdisonLearning, Inc. All rights reserved.

4

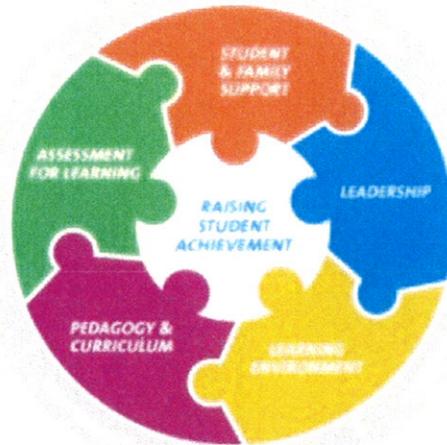
Human Capital Plan Update—Deliverable 2

- Tools Developed
 - Job Descriptions
 - Interview Guides
 - Evaluation Rubrics
 - Compensation Tables
 - Benefits Program Descriptions
- Major Actions
 - Principal recruitment—Underway
 - Internal staff recruitment—Begins March 2012
 - External staff recruitment—Begins April 2012
 - Staff start date—Approximately July 1

Human Capital Plan

ID	% Complete	Task Name	Duration	Predecessors	Resource Names
1	0%	Roosevelt Technical Human Resources Plan	91 days		
2	0%	Preparation	39 days		
3	0%	Write job descriptions for all site-based positions	4 wks		Human Resources
4	0%	Develop interview screening guides for all positions	4 wks 3SS+5 days		Human Resources
5	0%	Determine compensation and benefits packages	7 wks 3SS		Human Resources
6	0%	Contract with Haberman for assessments	6 wks 3SS+9 days		Human Resources
7	0%	Develop/Implement applicant tracking system	4 wks 3SS		Human Resources
8	0%	Internal Hiring	38 days		
9	0%	Schedule staff meeting to explain hiring process for 2012-2103	2 days 1SS+19 days		Leadership Team, Human Resources
10	0%	Post all positions on applicant tracking system	4 days 3,7		Human Resources
11	0%	Conduct staff meeting to explain hiring process	1 day 5FS+2 days		Leadership Team, Human Resources
12	0%	Have all internal candidates apply for positions	10 days 10 11		Existing Staff
13	0%	Interview all internal applicants	10 days 12SS+5 days		Human Resources, Education
14	0%	Have all internal applicants complete Haberman assessment	10 days 13SS+5 days		Existing Staff
15	0%	Conduct classroom observations of all screened and qualified candidates	10 days 14SS+5 days		Education
16	0%	Make all final internal hiring decisions	3 days 15		Education
17	0%	Issue Offer letters to selected employees	5 days 16		Human Resources
18	0%	External Recruitment & Hiring	39 days		
19	0%	Post/advertise all open positions externally	2 days 16		Human Resources
20	0%	Schedule Job Fair	5 days 19SS		Human Resources
21	0%	Establish contract with regional TFA	1 wk 16		Human Resources
22	0%	Schedule and conduct TFA interviews	2 wks 21		Human Resources, Education
23	0%	Pre-screen all external applicants	10 days 19FS+3 days		Human Resources, Education
24	0%	Have all external applicants complete Haberman assessment	10 days 23SS+3 days		Existing Staff
25	0%	Hold job fair and interview all pre-screened applicants	1 day 23, 24		Education, Human Resources
26	0%	Conduct classroom observations of all screened and qualified candidates	10 days 25		Education
27	0%	Conduct reference and background checks on all go-forward candidates	10 days 25SS+3 days		Human Resources
28	0%	Make all final external hiring decisions	3 days 27		Education
29	0%	Issue offer letters to selected employees	5 days 28		Human Resources

School Turnaround Plan—Deliverable 4



Copyright © 2012 EdisonLearning, Inc. All rights reserved.

7

EdisonLearning Student Outcomes

We want all young people in our schools to become...

SUCCESSFUL
LEARNERS

CONFIDENT
INDIVIDUALS

RESPONSIBLE
CITIZENS

Through a focus for learning on...

FOUNDATIONAL
LITERACIES

VALUES,
CAPACITIES,
BELIEFS

PERSONAL,
SOCIAL &
LEARNING
SKILLS

SUBJECT
KNOWLEDGE
AND
UNDERSTANDING

With measurable outcomes for all students of...

COMPETENCY IN
BASIC SKILLS

PROFICIENCY
IN STATE
ASSESSMENTS

ACCESS TO
COLLEGE OR
UNIVERSITY

IN DEPTH
PURSUIT OF
INTERESTS &
PASSIONS

Within a school community where students are motivated and engaged in their learning.

Copyright © 2012 EdisonLearning, Inc. All rights reserved.

8

School Turnaround Plan—Deliverable 4

Relationships & Culture	Curriculum & Learning		Organization & Systems	
Learning Environment	Pedagogy & Curriculum	Assessment for Learning	Student & Family Support Systems	Leadership
Core Values	Core Learning Skills	eEvaluate Formative Assessment System	School-Parent Partnership	Shared Vision, Mission, and Goals
Community Code	Quality Framework for Learning and Teaching	Data-Driven Decision Making and Action Planning	Integrated Student Support Structures	Distributive Leadership
Positive and Proactive Behavior Management	Job-Embedded Professional Development	Numeracy and Literacy Strategies in all Content Areas	Tiered Instruction Response to Intervention	Professional Learning Communities
Nurturing Physical Environment	Structured Lesson Planning Processes	Student-Owned Learning	Specialist Mentoring for At-Risk Learners	Strategic Change Management
Mentoring for Learning	Four Modes of Learning (Grades 6-12)	Data Dashboards to Track Student Progress	Co-Teaching Instructional Model for Special Education Students	Robust Planning Protocols Informed by Self-Evaluation
Student-Led Learning Conferences	Peer Coaching Protocols	Effective Grading Practices	Support for ELL and Gifted Students	School Staffing and Scheduling Models

Copyright © 2012 EdisonLearning, Inc. All rights reserved. 9

Features of an Outstanding School

Features of an Outstanding School (Year 3 Outcomes)

Distillation of the school improvement research and our work with schools have led us to what we call our 'Year 3 outcomes'.
 These are activities and processes that you must do well to be an outstanding school which ensures success for all learners. They can be categorized in various ways. Here we have listed them under our design strands. We have also listed the aspirational processes that make transformational change.

1. Leadership

- Continually remind staff and students about the school priorities and reinforce them.
- Develop responsibilities, timetable structures and teams and use resources to support these essential activities and proactively manage the change.
- Develop curriculum/instruction models to support more generalised learning.
- Maintain effective school self-evaluation systems and accountability.

Proficiency involves

- Integrated planning frameworks and clearly assigned responsibilities for the change management initiatives e.g. Key leads appointed for the various aspects of development.
- Principal and Senior Leadership Team can articulate the planned model for school improvement/ transformation, how they are engaging in active partnership with EdisonLearning and developing capacity for sustaining change.
- Building change management skills evidenced by how Principal and Senior Leadership Team manage day to day systems and operations e.g. meetings, communication, review systems.
- All staff (including governors) have understanding of the development priorities due to communication systems in place.
- Teacher leaders developing change management skills supported by Senior Leadership Team and EdisonLearning team.
- School self-evaluation procedures integrally related to change process.
- School self-evaluation process becoming effective – a regular part of everyday planning and review, evidence available, accurate and well articulated.
- Leadership is distributed with effective delegation, independent action being evidence.
- Principal and Senior Leadership Team celebrate individual, team and school successes especially related to student achievement.
- Principal and Senior Leadership Team ensure school schedule allows for a minimum of three common planning periods for teachers per week.

- Research-based statements that serve as the three-year goals
- Activities and processes that ensure success for all learners
- One set of features for all service solutions in the United States and UK

Structured Reflection Rubrics

A collection of 52 performance indicators that describe EdisonLearning's research-based **Features of an Outstanding School** across a continuum of four developmental phases (Beginning-Developing-Proficient-Exemplary). Analysis is evidence-based and underpinned by a set of audit activities completed in collaboration with the school principal and school leadership.

52 indicators covering five strands:

- Leadership (9 indicators)
- Learning Environment (10 indicators)
- Pedagogy & Curriculum (13 indicators)
- Assessment for Learning (11 indicators)
- Student and Family Support Systems (9 indicators)

Collaborative Quality Analysis: School Development Rubric



Leadership: How well is the school set for leading & managing change?				
A. The vision, mission, values, and goals are defined, consistently articulated and clearly reflect a collective focus on student learning and achievement.				
Beginning	Developing	Proficient	Exemplary	
<ul style="list-style-type: none"> • There is no or a limited focus on the vision, mission and values and perhaps some clearly articulated goals. • The staff or leaders do not have a clear focus on the vision, mission and values and perhaps some clearly articulated goals. • There is no or a limited focus on the vision, mission and values and perhaps some clearly articulated goals. 	<ul style="list-style-type: none"> • The vision, mission and values are clearly articulated in various documents and strategies. • School leadership consistently articulates the vision, mission and values and perhaps some clearly articulated goals. • The staff or leaders are clearly focused on the vision, mission and values and perhaps some clearly articulated goals. 	<ul style="list-style-type: none"> • The vision, mission and values are well articulated and consistently reflected in the school's documents and strategies. • School leadership consistently articulates the vision, mission and values and perhaps some clearly articulated goals. • The staff or leaders are clearly focused on the vision, mission and values and perhaps some clearly articulated goals. 	<ul style="list-style-type: none"> • The vision, mission and values are clearly articulated and consistently reflected in the school's documents and strategies. • School leadership consistently articulates the vision, mission and values and perhaps some clearly articulated goals. • The staff or leaders are clearly focused on the vision, mission and values and perhaps some clearly articulated goals. 	
1	2	3	4	
Evidence				

Community Engagement

- More than 30 focus groups with students, school staff and parents
- Bi-weekly community forums
- Online surveys for parents, students and community members
- 27 stakeholder meetings with elected officials, business leaders, clergy, non-profit leaders and community organization leaders
- Media engagement through print and radio interviews and advertising campaign
- Detailed evaluation of community resources available to support school
- Local communications/marketing firm—Mediaflex

Student Recruitment Plan

© 2012 EdisonLearning, Inc. All rights reserved 13

Student Recruitment Plan

- Retention
- Communications
 - Flyers/Newsletter
 - Websites/Social Networks
 - Phone/Direct Mail Campaigns
- Events
- Community Outreach
- Incentives/Premiums
- Goal setting, management systems and intensive tracking

Copyright © 2012 EdisonLearning, Inc. All rights reserved. 14

Collateral – Getting the message out

- Bus stops, churches, community centers, pre-schools, summer recreation programs, Boys/Girls clubs

Banners

Brochures

Flyers

Newsletters

Mailers

Door Hangers

© 2012 EdisonLearning, Inc. All rights reserved 15

School Turnaround Plan—Risks and Challenges

- Incomplete information provided by Gary School Corporation
 - No school-level expense information
 - Much data do not match observation
- Timing of negotiations on operational contract
- Legal obstacles
 - Liability & risk management
 - Governance
- Completing agreement with school corporation on investment in school building
- Lack of clarity on sources of capital investment
 - Facility
 - Furniture and Equipment
 - Technology
 - Curriculum Materials