TRANSFORMATION JOURNEY
IPS AND MASS INSIGHT PARTNERSHIP

January 7, 2014
transformation journey

Considerations

☐ Turnaround best practices
☐ Shift form takeover to transformation
☐ Proactive and earlier intervention
☐ Planning meetings
☐ Evansville site visit
partnership

Considerations

- Build on existing work
- Embedded presence
- Proven track record
- Strengthen capacity
- Develop systems and structures
Evansville (EVSC)

- Additional professional development time
- Professional learning communities
- Academic coaches
- Focus on lesson planning
- Custom plans and targets
takeaways

- School improvement planning
- Strategic planning
- School climate and culture
- Capitalize on internal expertise
- Corporation leads the work in partnership
We have begun the work to organize the entire district around the concept of the internal lead partner (Transformation Zone) model.

- Organized into learning communities East, West, Magnet
- Increasing district embedded presence
- Some authority over key elements
turnaround

learning communities

priority transformation
learning communities

One Point of Contact

Feeder Pattern Support & Collaboration

Geographic Alignment
priority schools
## Priority Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Washington Irving 14</td>
<td>Joyce Kilmer 69</td>
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<tr>
<td>Elder W. Diggs 42</td>
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<td>Riverside 44</td>
<td>Broad Ripple Magnet</td>
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<tr>
<td>Ralph Waldo Emerson 58</td>
<td>John Marshall Community</td>
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<td>Northwest Community</td>
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<td>George H. Fisher 93</td>
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IPS A-F Report Card Trends

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<th># of Schools</th>
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Pillars of Transformation

Staffing
- Recruitment/Hiring
- Central Services
- School-based

Instructional & Support Strategies
- Instructional Planning within IPS Framework
- Content Specific Training
- Strategic Coaching

Climate
- Student Behavior Model
- Staff Morale
- Culturally Responsive Environment

Monitoring Systems
- Weekly
- Monthly
- Quarterly
process

Action Steps and Support

Strategic Instructional Planning

Walkthroughs & Instructional Audits

School Support Matrix and Coaching

Content Specific Training
priority high schools

- Redesign middle school work
- Implement on-time graduation initiative
- Increase parent involvement
- Utilize support from instructional coaches
  - Provide professional development
  - Conduct instructional audits
  - Perform model lessons
priority high schools

Broad Ripple
- Refine arts and humanities focus
- Continue priority school model
- Enhance magnet curriculum

Arlington
- Conduct community input meeting
- Explore partnerships
- Revisit options
Transformation Zone (TZ)
phase I

(March 2014 – July 2014)

- Partner builds contextual knowledge (district and school)
- Partner conducts 5-8 independent School Readiness Assessments
- Partner recommends an initial TZ model design
- Partner proposes a scope of services to scale an initial TZ model over a 3-5 year timeline
reflection

☐ Do we still agree on the starting theory of action?

☐ Are the agreed upon assurances being met by both parties?

☐ Is the funding in place to support the work?

☐ Does the partner still meet the threshold for the elements that were most important to IPS when choosing a partner initially?
Phase II works to build an initial TZ model projected to include 2 high schools (Northwest HS, George Washington HS) along with 4 feeder schools.
transformation

West Learning Community

Northwest HS

Louis B. Russell ES

Eliza Blaker ES

K → 12
unpacking phase II

Phase II will include the planning work necessary to implement an internal lead partner (Transformation Zone) model

- Building infrastructure
- Fostering community support
- Creating necessary conditions related to human capital
- Promoting accountability of turnaround schools
(July 2015 – July 2016)

- Manage implementation of the initial TZ model (2 HS + 4 feeders)
- Create strategy and structure for sustainability
- Adjust TZ and central office to improve management functions of schools
phase IV: scaling

- Scale the model incubated in phase I-III
- Review and revise plans and performance targets
- By 2016, intervention model is sustainable and differentiated
- By 2016, implement model in additional two high schools and feeders
Mass Insight has strongly recommended that IPS start with a manageable Transformation Zone Model.

- Allows partners to assess what is working and what isn’t before scaling
- Affords the opportunity to pilot and incubate cutting edge practices
- Ensure the feasibility of the model within the context of IPS and its community
investment

Mass Insight

- Phase I - $350,000
- Phase II - $600,000
- Phase III - $600,000
- Phase IV - $600,000
investment

**IPS Funded**
- Learning Community Staff (3)
- Priority School Staff (10)
- Professional Learning

**Transformation Request**
- Mass Insight Partnership
- Transformation Zone Directors (2)
- Transformation Zone Coaches (2)