

Transformation Zone Plan Application



Submitted to: Indiana State Board of Education

Submitted by: South Bend Community Schools Corporation

Part 1: General Information

School Corporation: South Bend Community Schools Corporation (#7205)

Date: April 10, 2019

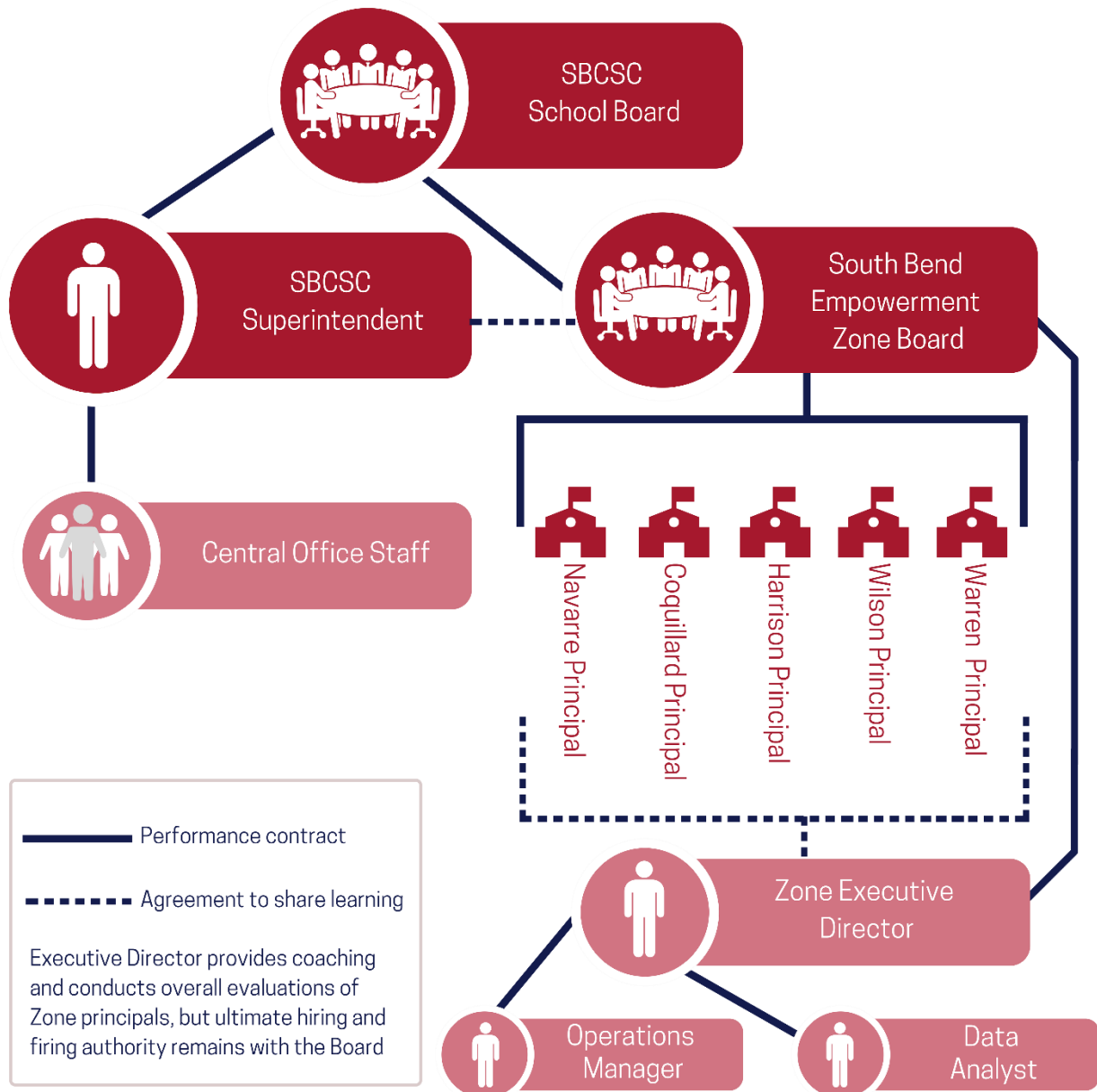
The following schools will be included in the Transformation Zone:

School Name	School #
Navarre Middle School	7597
Coquillard Elementary School	7533
Harrison Elementary School	7545
Wilson Elementary School	7588
Warren Elementary School	7417

The Transformation Zone will be in place for five school years:

Year 1	Year 2	Year 3	Year 4	Year 5
2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

Part 2: Organizational Chart



Part 3: Innovations within the Transformation Zone

Zone-Level Innovations

This Transformation Zone will include a middle school and its four feeder elementary schools. All of these schools are struggling to meet performance standards for their students and the culmination of low-performance from kindergarten through eighth grade has resulted in the chronically low performance at Navarre Middle School which has triggered this action. In order to address the wide-spread needs in this K-8 feeder pattern of schools, this transformation zone will dramatically alter the governance and conditions under which these schools operate. In partnership with SBCSC, these schools will be placed in an independently-governed zone with heightened autonomy, support, and accountability to accelerate improvement. This Zone will maintain district student enrollment patterns and will not be able to choose or exclude students in any way that alters from district practices for student assignment.

The Zone, which will be called the South Bend Empowerment Zone (SBEZ), will be directly accountable to a newly-formed non-profit Board. The Board will consist of both local independent and district members, allowing community voice a critical role in the process of turning around these neighborhood schools.

The founding Board members include:

▶ **SBCSC Representative**

Dr. Todd Cummings, SBCSC Superintendent

▶ **SBCSC Representative**

John Anella, SBCSC Board President

▶ **SBCSC Representative**

Leslie Wesley, SBCSC Board Member – District 3

▶ **Independent Community Member**

Sam Centellas, Executive Director of La Casa de Amistad

▶ **Independent Community Member**

Jeff Rea, President and CEO of the South Bend Chamber of Commerce

▶ **Independent Community Member**

Charmaine Torma, Founder and President of Charmaine Torma Consulting

▶ **Independent Community Member**

Milt Lee, Executive Director of Downtown South Bend

SBEZ Overview

The Zone will prioritize the transformation of Navarre and accelerate improvement for students throughout the feeder pattern, all within a structure that allows the district to learn from and with the Zone leadership and schools in order to create a long-term, durable solution for all schools in South Bend.

The purpose of the SBEZ is to provide a high-autonomy, high-accountability system to empower school leaders and educators to use budgetary autonomy to make key decisions about professional development, curriculum, culture, schedule, programs, and talent. These decisions will be made and implemented at the school level, with significant support from best-in-class partners in the school planning process and the needs of individual schools. The Zone will operate independently from SBCSC, as a system of schools, with a lean staff to support school autonomy, facilitate shared services between Zone schools and the district, coordinate support partners in schools, and hold schools accountable for the results of their decisions.

The main tenets of the South Bend Empowerment Zone are:



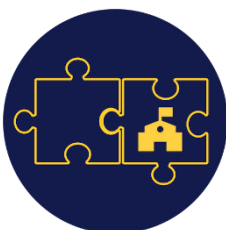
School-Level Autonomy and Empowered Educators

The Zone believes that educators know what students need to succeed in school. By empowering teachers and school leaders to make decisions, the Transformation Zone will allow them to make choices that best meet the needs of their specific students.



Customized and Innovative School Experience

The Zone establishes schools as the primary unit of change and enables schools to best meet student needs, accelerate academic performance, develop innovative programming, and ensure that students are academically prepared, civically engaged, and socially and emotionally supported.



Capacity-Building Support for Schools

The Zone supports schools through partners such as *Education Resource Strategies* and *Instruction Partners* in designing and implementing ambitious school plans that are designed for their specific context. Schools will also receive significant capacity-building support to evaluate their instructional models, choose rigorous curricula, and receive aligned professional development with their school-wide goals.

Changing Conditions

Specific changes in the conditions under which these schools operate are fully described in a Memorandum of Understanding between the South Bend Empowerment Zone and South Bend Community Schools Corporation. Highlights of the changing conditions for schools include:

- ▶ Schools will have control over the vast majority of their **per-pupil funding**.
- ▶ All schools will utilize elected **teacher leadership teams** so that teachers have a formal voice in the process of determining school plans and working conditions.
- ▶ Principals will have full autonomy over **staffing allocations**, including the hiring of staff, and will not accept force-placed teachers to ensure that high-quality teachers that are committed to the vision of the school are working in Zone schools.
- ▶ School leaders, with input from the teacher leadership team, will have autonomy over choosing **curriculum, programs, and culture** for the school.
- ▶ School leaders, with input from the teacher leadership team, will have autonomy over the **school schedule and calendar**.
- ▶ School leaders, with input from the teacher leadership team, will have autonomy over the content of **teacher professional development** and the total hours of PD in a school year.

Supporting Systems and Structures

The Zone will also promote improved central office supports for schools. Although Zone schools will be independently governed, they will continue to have relationships with SBCSC central office for key services such as Human Resources and Finance. *Education Resource Strategies (ERS)* will play a significant role in defining interactions between the central office and the Zone and creating coherent systems and structures in which the central office provides support to schools but does not mandate decisions.

As part of the effort to align central office systems to support autonomous schools, *ERS* will collaborate with SBCSC's finance leaders to design a financial system that will support the Zone effort. This work will include an analysis of current financial systems and their level of equity, the development of an equitable funding formula for the Zone, and systems to support school-based budgeting. Further, *ERS* will support the central office in developing per-pupil costs for central office services that Zone schools can choose to buy into based on their student needs.

ERS will also support the Zone by working with SBCSC central office to develop and implement a Zone talent strategy which includes: analyzing existing compensation structures and benchmarking against local and national districts, supporting the definition of the value proposition of working in the Zone, developing necessary partnerships to help execute the Zone's talent strategy and build a pipeline of strong leaders and teachers, and partner with SBCSC human resources to align its policies and practices with the strategic and operational needs of the Zone.

In full implementation, Zone principals will have the appropriate systems to determine their own staffing allocations and hire their own staff with significant lead time so that the schools can select from a pool of highly-qualified teachers. Zone principals will also have control over a significant portion of their student-based funding allocation and can choose to opt in to and pay for specific central office services. This will allow school leaders to strategically target their resources where they are most needed. For example, a principal may decide to opt out of district ELA professional development services in favor of a more in-depth coaching and professional development process led by an external provider. By opting out of services, not only can the school provide targeted and coherent services to teachers and students, they will not need to pay for services that the school will not fully utilize.

SBEZ Accountability

In return for a high-autonomy environment, schools in the Zone will also have increased accountability. In addition to the performance metrics that can be measured through state assessments, during the first year of operation, the Zone will undertake a process to develop a Performance Management Framework for schools in the Zone. This framework is important for Zone schools so that schools are not only measured and graded against state accountability metrics, but also key metrics that matter to the community.

A Performance Management Framework will track schools' progress in several important metrics including student achievement, student growth, and holistic measures (ex. Attendance, satisfaction surveys, suspension rates). This framework will allow schools to set performance goals and specifically focus all school programmatic decisions on achieving these goals. The Zone will be able to strategically support schools in making decisions that support the achievement of these goals. Further, the framework serves as an accountability tool for principals that fail to make appropriate progress toward goals and allows the Zone Board to make important configuration changes that serve the needs of students. This framework will be in alignment with the performance goals set by the state.

The process of developing a performance management framework would include gathering input from school leaders, teachers, parents, and community members on what matters most to them and which metrics they want to track for their students. The Zone would select measures and metrics based on this input and engage stakeholders in a feedback process before the final framework is agreed upon.

Part 4: Objective Annual Student Performance and Growth or Improvement Benchmarks

Objective annual student performance and growth or improvement performance gains that the school corporation expects to achieve over the next five (5) years. Note: As measured by Indiana's Federal Report Card

Zone-Wide Performance Benchmarks

Description	Current Level (Zone Average)	Year 2 Goal (Zone Average)	Year 5 Goal (Zone Average)
Increase the overall student growth points as measured by Indiana's statewide assessment	78 points	128 points	118 points
Decrease the percent of the bottom 25% of students designated as low growth by Indiana's statewide assessment	ELA 27%	ELA 21%	ELA 16%
	Math 36%	Math 28%	Math 20%
Increase the percent of students reaching proficiency or higher on Indiana's statewide assessment	ELA 27%	ELA 30%	ELA 43%
	Math 22%	Math 28%	Math 40%

Navarre Performance Benchmarks

Description	Current Level	Year 2 Goal	Year 5 Goal
Increase the overall student growth points as measured by Indiana's statewide assessment	94 points	130 points	120 points
Decrease the percent of the bottom 25% of students designated as low growth by Indiana's statewide assessment	ELA 22.7%	ELA 19%	ELA 15%
	Math 39.1%	Math 29%	Math 20%
Increase the percent of students reaching proficiency or higher on Indiana's statewide assessment	ELA 29%	ELA 36%	ELA 45%
	Math 19%	Math 29%	Math 40%



Coquillard Performance Benchmarks

Description	Current Level	Year 2 Goal	Year 5 Goal
Increase the overall student growth points as measured by Indiana's statewide assessment	51 points	140 points	130 points
Decrease the percent of the bottom 25% of students designated as low growth by Indiana's statewide assessment	ELA 47.4%	ELA 35%	ELA 25%
	Math 38.9%	Math 30%	Math 20%
Increase the percent of students reaching proficiency or higher on Indiana's statewide assessment	ELA 10.2%	ELA 12%	ELA 30%
	Math 10.1%	Math 14%	Math 30%



Warren Performance Benchmarks

Description	Current Level	Year 2 Goal	Year 5 Goal
Increase the overall student growth points as measured by Indiana's statewide assessment	82 points	120 points	110 points
Decrease the percent of the bottom 25% of students designated as low growth by Indiana's statewide assessment	ELA 27.3%	ELA 22%	ELA 16%
	Math 40%	Math 30%	Math 20%
Increase the percent of students reaching proficiency or higher on Indiana's statewide assessment	ELA 42.2%	ELA 46%	ELA 55%
	Math 29.3%	Math 34%	Math 45%



Wilson Performance Benchmarks

Description	Current Level	Year 2 Goal	Year 5 Goal
Increase the overall student growth points as measured by Indiana’s statewide assessment	68 points	120 points	110 points
Decrease the percent of the bottom 25% of students designated as low growth by Indiana’s statewide assessment	ELA 21.1%	ELA 18%	ELA 15%
	Math 47.4%	Math 38%	Math 28%
Increase the percent of students reaching proficiency or higher on Indiana’s statewide assessment	ELA 30.5%	ELA 32%	ELA 45%
	Math 31.2%	Math 36%	Math 45%



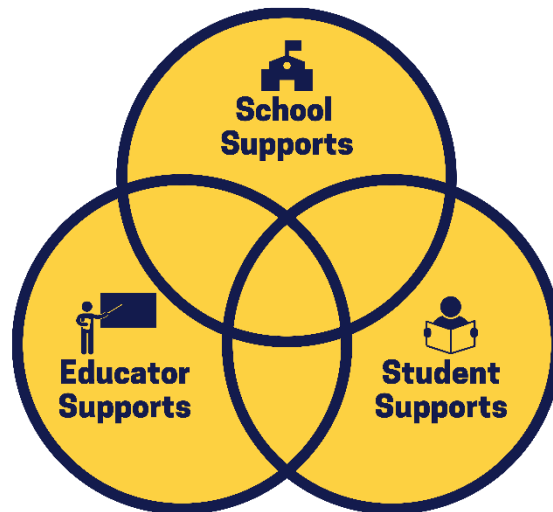
Harrison Performance Benchmarks

Description	Current Level	Year 2 Goal	Year 5 Goal
Increase the overall student growth points as measured by Indiana’s statewide assessment	96 points	130 points	120 points
Decrease the percent of the bottom 25% of students designated as low growth by Indiana’s statewide assessment	ELA 16.7%	ELA 13%	ELA 10%
	Math 16.7%	Math 13%	Math 10%
Increase the percent of students reaching proficiency or higher on Indiana’s statewide assessment	ELA 23.5%	ELA 26%	ELA 40%
	Math 21.7%	Math 26%	Math 40%

Part 5: School Specific Innovations within the Transformation Zone

Innovations within schools will be specifically tailored to the school's students and chosen by the teachers in that building to promote buy-in and authentic implementation of school programs. The main belief of the Zone is that schools are the unit of change, and that all key decisions around curriculum, programming, time, and use of talent should be made at the school-level. The school-level innovations listed below are common areas of improvement where each school will focus their energies during the school redesign planning process. The ways in which each school chooses to address these needs and specific guidelines around implementation will be a school-level decision.

The below section is divided into three categories: School Supports, Student Supports, and Educator Supports:



School Supports

- 1 Implement a School Redesign Process
- 2 Review School Resource Use
- 3 Prioritize High-Quality Talent



Educator Supports

- 1 Additional Collaboration and Professional Development
- 2 Instructional Support
- 3 High-Quality Curriculum



Student Supports

- 1 Social Emotional Learning
- 2 Wraparound Services
- 3 Family Engagement
- 4 Interventions for Students off Grade-Level



1 Implement a School Redesign Process Focused on Transformational Change

High performing and rapidly improving schools begin with a clear vision of student success and instructional quality, and then deliberately organize resources – people, time, technology, and money—to implement a coherent set of research-backed strategies to reach this vision. To create such transformational Strategic School Designs, Zone schools will partner with ERS, who will work alongside Zone school teams to create individualized plans that maximize the possibilities inherent in the Zone’s tenets to create autonomous schools with empowered educators able to develop and implement customized and innovative schools for Zone students. ERS will work with Zone schools to organize resources to meet their school-specific needs and alongside Zone and corporation staff to create supporting processes, structures, and resources for schools to improve rapidly and be successful long-term.

During the first year of support, ERS coaching will guide Zone school planning teams through a strategic school design process. This support will take place over the course of multiple working sessions and through individual school follow-up calls and visits. Stakeholder input - including community member and parent input - as well as distributed school-site leadership will be embedded in the planning process. This will ensure broad stakeholder support for the plan and encourage school staff to be fully invested in the school’s design, minimizing the effects of potential staff turnover.

This engagement is crucial because true transformation is only possible when schools are committed to and receive the support needed to make transformational shifts in mindsets and practices. Research shows that schools that accelerate student learning *do school differently*, they organize people, time and money around an aligned set of curriculum, instructional practices and assessments in ways that look different from traditional schools. Teachers have ample time to learn and work in teams facilitated by expert teachers. Students are in different group sizes depending on the lesson, subject and instructional purpose throughout the day. Time is often extended and varies based on student need, subject and lesson purpose. Teachers have opportunities to grow in their work and play different roles that leverage their expertise and passion.

Some of these shifts are summarized below:

Teaching as an individual enterprise.



Teams of teachers work together to execute a collective vision for excellent instruction and their own professional development.

A “one-size-fits-all” teaching job.



Roles and assignments match each individual’s unique skills and expertise to needed roles.

Standardized class sizes in one-teacher classrooms.



Groups of teachers and students vary across subjects and activities.

Rigid time allocations.



Flexible schedules allow time to vary depending on student needs.

Investments in culture and social-emotional support remove resources from core instruction.



Investments are embedded within and reinforce the school’s core instructional work.

To create transformational strategic school designs, the Zone school planning work will build from an existing comprehensive needs assessment of each Zone school. The planning work will go beyond that of a typical improvement process to help schools build a nuanced understanding of their needs and enable school leaders to make strategic resource decisions. For example, in addition to analyzing student data, *ERS* will work with Zone school teams to assess instructional practice and also analyze resource use at each school to understand the extent to which there is/is not alignment among the use of resources, the school's most urgent needs, and research-based strategies for improving teaching and learning. After looking at each of these three areas – current resource use, student need, and instructional practice, *ERS* will help school teams identify priorities for change.

After identifying priorities, *ERS* will support Zone school planning teams in rethinking the overall use of resources before helping to determine the contours of the school transformation design. This step is critical to ensure that the schools do not select a specific school design model (e.g., blended learning, extended learning time) that is then unsuccessful because the model is layered on top of foundational designs that aren't working. By instead working with *ERS* to rethink the overall use of *all* the resources in their schools, Zone planning teams will be able to weigh the pros and cons of different research-backed strategies and discuss the tradeoffs of each before making design decisions that deliberately match the needs of their specific students and teachers. After the Zone schools determine their school design priorities, *ERS* will provide technical support to think through possible scheduling, staffing, and budgeting configurations that will maximize the opportunity for successful implementation.

The best school design will not lead to student improvement unless the design strategies are implemented well. Zone schools will receive implementation support from *ERS* beginning in the first year and continuing through years two and three. During year one, the planning year, *ERS* will support Zone schools in creating a progress monitoring plan will permit the school team to have insight into what works and what doesn't in their plan implementation and to evolve quickly. Zone schools will receive support to build the routines needed to discuss the success of their key initiatives, as well as outline leading and lagging indicators to inform those discussions.

During the second and third years, Zone schools will receive support from *ERS*, organized around 3-4 school visits over the course of the year. During each visit, Zone school teams and *ERS* will work together to observe the structures being implemented, collect feedback from teachers and school leaders, and debrief with the school leadership team to share observations and action plan around next steps. The goal of this work is to help Zone school teams evolve their planned systems and structures in order to improve instructional practice and student achievement outcomes, as well as build school (and corporation) capacity to carry out continuous improvement cycles without *ERS* supporting, by embedding them into ongoing structures like a school's extended leadership team or professional learning communities.

To drive the rigorous instructional improvements that are necessary for Zone schools to rapidly improve, it is also crucial for the schools to receive guidance from instructional experts who support the implementation of the school designs by performing walkthroughs of classrooms and professional learning communities and by identifying pathways for improvement. Zone schools will receive this support from *Instruction Partners (IP)* who, for each school, will send a Director of Instructional Support, a Math Lead, and an ELA Lead to conduct multiple walkthroughs - three in the first year at each school - in partnership with the Zone school leader and Zone staff. The walkthroughs will assess the state of instruction, inform planning, and, over time, capture how instruction has changed. After each walkthrough, the IP team will synthesize findings and deliver a comprehensive report on the state

of instruction, including data, classroom examples and trend identification. IP will then facilitate a working session with each school team to review results and to action plan. In addition to these walkthroughs, IP will provide 4 days of on-site customized instructional support, which could take the form of professional learning for teachers, or targeted coaching to coaches or direct to teachers, focused on effective PLC facilitation or curricular adoption. In addition, IP will facilitate support calls between the on-site check ins to provide consultation and coaching and to discuss progress.

Summary of Zone School Design Process with ERS:



Year 1 Focus on Strategy Design	Year 2 Focus on Progress Monitoring and Implementation Support	Year 3 Focus on Progress Monitoring and Implementation Support
<p>School Touchpoints:</p> <ul style="list-style-type: none"> ▶ Multiple school visits ▶ Staff surveys and interviews ▶ Instructional walkthroughs and observations ▶ Ongoing calls with school teams to provide individualized follow-up support 	<p>School Touchpoints:</p> <ul style="list-style-type: none"> ▶ Multiple school visits ▶ Staff surveys and interviews ▶ Instructional walkthroughs and observations ▶ Prep calls in advance of visits and walkthroughs ▶ Build leadership team capacity to implement progress monitoring and school design processes independently 	<p>School Touchpoints:</p> <ul style="list-style-type: none"> ▶ Multiple school visits ▶ Staff surveys and interviews ▶ Instructional walkthroughs and observations ▶ Prep calls in advance of visits and walkthroughs
<p>Deliverables:</p> <ul style="list-style-type: none"> ▶ Revisions to comprehensive needs assessment (student data, instructional practice, and resource use) ▶ Revised school schedules and budgets ▶ Progress monitoring plan 	<p>Deliverables:</p> <ul style="list-style-type: none"> ▶ Revised progress monitoring plans ▶ Revised/evolved designs/budgets/schedules as necessary ▶ Identified action steps to improve initiatives and teacher practice 	<p>Deliverables:</p> <ul style="list-style-type: none"> ▶ Revised progress monitoring plans ▶ Identified action steps to improve initiatives and teacher practice

Summary of Zone School Design Process with ERS (Continued):

Sample School Support Timeline (Month)	Year 1					Year 2 and 3							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sep	Nov Dec	Mar Apr	May Jun
Central Planning Phase	Yellow	Yellow											
Comprehensive Needs Assessment	Yellow	Yellow											
Strategy Development and Building Block Exploration	Yellow	Yellow											
Theory of Action and Vision for Excellence			Yellow	Yellow									
Redesigning Resources					Yellow	Yellow	Yellow						
Implementation Planning and Progress Monitoring								Yellow	Yellow				
Instructional Assessments with Instructional Partner										Yellow			
Progress Check-Ins										Yellow	Yellow	Yellow	
End of Year Reflection													Yellow

School Supports >>

2 Review School Resource Use

As described in the previous section, schools must fully understand the way resources - people, time, and money - are being used currently to ensure that resources can be optimally allocated to implement the school’s Strategic School Design plan. Accordingly, ERS will partner with the Zone schools and Zone staff to quantify resource use at the school level across multiple categories, including operating expenditures, staffing allocations, school schedules and class sizes. This analysis will permit the Zone schools to understand how resources are being allocated to identify strengths, challenges, and opportunities to make better resource allocation decisions.

Areas of Focus

Equity

To what extent are resources allocated based on student need?

Alignment

To what extent are resources tied to research-backed strategies for accelerating learning?

Process

To what extent does the resource allocation decision-making process ensure schools will make strong resource decisions?

Transparency

To what extent are resource allocated based on clearly understood priorities?

To enable central office financial systems to support autonomous schools, *ERS* will collaborate with the Zone and SBCSC's finance leaders to design a financial system that will support the Zone effort. A crucial component of this work will be the development of an appropriate funding formula for the Zone. Because Zone schools will receive funding from the SBCSC based on a per-pupil allocation, *ERS* will work with the Corporation and the Zone to determine an equitable weighted per-pupil funding model. That model will include a share of state and local funding as well as funding from other sources, e.g., Title I, Title II, Title III, IDEA.

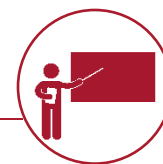
While being autonomous, Zone schools will continue to receive some non-discretionary services (e.g., payroll, facilities maintenance) from SBCSC, and they will be able to select in to or out of some discretionary services based on student needs. *ERS* will work with the Zone and SBCSC to determine the type and cost of each of the services based on actual cost or an estimated per-pupil rate based on SBCSC cost to provide the services across the district. The three entities will also develop the systems needed to execute and track the exchange of funds for services.

School Supports >>

③ Prioritize High-Quality Talent

Students at Zone schools need to have excellent teachers that can engage them in learning and make up for years of learning gaps. Unfortunately, far too many teachers in these schools are on Emergency Permits. To ensure that Zone schools have excellent teachers, the Zone will:

- ▶ Develop and implement a Zone talent strategy that includes a competitive compensation structure based on local and national benchmarks, clearly defines the value proposition of working in the Zone and establishes partnerships needed to implement the talent strategy and to build a strong teacher candidate pipeline.
- ▶ Streamline HR practices and commit to hiring early so that the school does not have vacancies at the end of the summer or beginning of the school year.
- ▶ Hire teachers who are committed to the vision and promise of the Zone.
- ▶ Incentivize teachers to work at Zone schools through unprecedented teacher input in decision-making related to, for example, daily schedules, class sizes, instructional focus areas, choice of curriculum, and key improvement strategies to be included in the school's Strategic School Design.
- ▶ Provide teachers with opportunities to take on leadership roles within their school, and be fairly compensated, while also staying in the classroom.
- ▶ Provide high-quality connected professional learning that ensures teachers have the time they need with each other to improve practice and that the time is led by expert teachers.
- ▶ Prioritize hiring a diverse teaching force that mirrors the demographics of the school's students.



① Additional Collaboration and Professional Development

With support from *ERS*, *Instruction Partners*, and the Zone leader, all schools will re-examine and seek ways to re-configure their school schedules in ways that allows for significantly more time for teacher professional development and collaboration.

- ▶ Teachers need additional professional development in areas of curriculum and instruction, social-emotional learning, and cultural competency. Additional time during the school day and year is needed to provide these learning opportunities. Additionally, each school's teachers will have input into the content of their professional development throughout the year to ensure that they are getting what they need to best serve students. Schools may decide to offer teachers stipends to work later hours for Professional Development or come additional days during the summer months.
- ▶ Teachers are also in need of time for collaboration with their peers. Learning new instructional strategies is a difficult process and teachers are more likely to engage in them when they have time and space to reflect and work through problems of practice with other teachers. Collaboration time during the school day will allow teachers time to analyze student data, prepare lessons based on data, engage in cycles of inquiry with grade and subject level teams, and problem-solve new instructional strategies.

In addition, each school will partner with best-in-class organizations to provide professional learning opportunities for principals to build capacity in leading a turnaround school, using data to guide school-wide decisions, and becoming effective instructional coaches.

[Educator Supports >>](#)

② Instructional Support

Teachers matter more to student achievement than any other aspect of schooling.¹ As such, providing instructional support to teachers to grow and improve their practice is of critical importance. In order to support teachers and create classrooms with challenging, supportive daily instruction the Zone is proposing to partner with *Instruction Partners* to examine and improve the quality of instruction in ways that leads to growth in academic learning. *Instruction Partners* will work collaboratively with leaders and educators in Zone schools to first understand the current state of instruction at Zone schools and then craft action plans to improve the quality of instruction over time and support schools with deep-dive professional development - by educators, for educators. Some ways that *Instruction Partners'* work with teachers and schools includes:

- ▶ Instructional walkthroughs to understand current instructional practice.
- ▶ Creating a game-plan with school and Zone leaders to improve instruction.
- ▶ Providing on-site support to help schools improve their plan, coaching, and professional development.

Educator Supports >>

③ High-Quality Curriculum

In order to provide high-quality instruction, teachers need access to and support in implementing high-quality curriculum. Teachers will have access to professional development opportunities that expose them to rigorous curricula and receive support in choosing a curriculum that best meets their students' needs. For example, *UnBoundEd* offers a 5-day Standards Institute, often a transformative experience for teachers which deepens teachers' understanding of the research behind state standards and showcases strategies to improve instructional practice. This experience helps teachers understand how to evaluate and recognize rigorous, grade-level curriculum and instruction.

Teachers in Zone schools have been lacking a coherent curriculum in ELA, Math, Science, and Social Studies which have left teachers unprepared to deliver high-quality instruction. Attendance at the Standards Institute, or similar workshop, and a close partnership with *Instruction Partners* will help teachers work collaboratively to evaluate and select a high-quality curriculum to implement in their schools and classrooms. A coherent curriculum that is aligned across subject areas and grade levels will support teacher collaboration and consistent student learning. Purchasing curriculum will also give teachers access to excellent materials while allowing them to work on instructional strategies rather than finding or creating curriculum.

Student Supports



① Social and Emotional Learning

All students, and especially those who may have experienced negative effects of poverty or trauma, need to learn how to appropriately manage emotions, take responsibility for actions, and make good decisions. When students are not able to do this well, they can make inappropriate decisions that affect their own learning as well as that of their peers. When teachers are able to identify and respond appropriately to social-emotional needs, students are better able to process their emotions and be ready to engage in learning. Each Zone school will determine a strategy for addressing social-emotional learning needs. The culture at each school will prioritize learning for the whole child, including:

- ▶ Each student is known deeply by adults in the school.
- ▶ Students have deep and respectful personal relationships with other students.
- ▶ Consistent expectations for behavior and schoolwide routines are grounded in a vision for school values fully shared by students, families, and staff.
- ▶ Students have developmentally appropriate opportunities to learn and practice core social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- ▶ Students who need more intensive support are identified and linked to effective services quickly, using outside providers when necessary.
- ▶ A feedback loop on students' social-emotional needs exists among classroom teachers, external and school-based support providers, and students' families.

SBEZ schools will have the flexibility to choose social emotional support programs or methods to support the development of their students. One example of this includes *Responsive Classrooms*. Responsive Classroom, an evidence-based approach that is already in some South Bend schools. This is an evidence-based program that integrates social-emotional learning into schools in ways that improve instruction, school climate, and ultimately, achievement scores. Another option could include the *Second Step* Social-Emotional Learning Program that is designed to support elementary and middle school students in learning how to manage emotions and take responsibility for their behavior.

Student Supports >>

② Wraparound Services

Poverty heavily impacts students in Zone schools. At least 70 percent of students in each school qualify for free or reduced lunch. The effects of poverty, including hunger and access to medical care, can have a significant impact on student learning. To mediate these effects, the Zone leader will take immediate steps to include wraparound services in schools. These may include: free meals, additional access to social workers, vision and hearing tests in schools, and workshops for parents. Creating stronger ties to community partners in the schools' neighborhoods will allow schools to better access to services while students are in school.

Student Supports >>

③ Family Engagement

The Zone will prioritize engaging families in their children's learning through targeted and frequent communication with parents and guardians, school events and programs at times families are likely able to attend, and intensive engagement strategies such as home visits. The Zone Leader will work with each school to facilitate partnerships with community organizations that promote family engagement in schools.

Student Supports >>


④ Interventions for Students off Grade-Level

Many students at Zone schools have significant gaps in their learning which aggregate into high rates of failure on the state exam. All Zone schools must implement a process to assess and intervene in student learning gaps. Zone schools will provide these interventions in the following ways:

- ▶ With support from *ERS, Instruction Partners*, and the Zone leader, all schools will re-examine and re-configure their school schedules to allow for student groupings and interventions based on student learning needs.
- ▶ Support for classroom instruction that is rigorous and on grade-level, with instructional strategies that are differentiated so that all students can access and master material.
- ▶ School resources (people, time, and money) are deliberately matched to student need to ensure sufficient amounts of time and attention for content mastery for all students.
- ▶ Each school, or combination of elementary schools, will offer Acceleration Academies for students during Spring Break. Acceleration Academies allow for half- or full-day instruction during spring break for the highest-need students to receive targeted instruction. Highly effective teachers will be selected for this opportunity from around South Bend and receive a stipend for the additional time. Students who participate in Acceleration Academies receive, on average, an additional 25 hours of instruction in a given subject. This approach is backed by evidence that it improves student outcomes. A study out of Harvard on the “Acceleration Academies” in Lawrence, MA found that students who participated experienced significantly larger gains in ELA and math than students who did not participate in the learning over spring break.²

Recognizing Exclusive Representation

Designation of whether each school has been in lowest-performing category for three consecutive years and if each school is recognizing an exclusive representative. The ratings listed are based on Indiana's Federal Report Card.

 Navarre Middle School	
Three years in the lowest category?	Yes
Voluntarily recognizing exclusive representative?	Yes
List/Describe the bargainable or discussion items the school will opt out of:	SBEZ schools are not opting out of bargainable or discussion items

 **Wilson Elementary School**

Three years in the lowest category?	No
Voluntarily recognizing exclusive representative?	Yes
List/Describe the bargainable or discussion items the school will opt out of:	SBEZ schools are not opting out of bargainable or discussion items

 **Warren Elementary School**

Three years in the lowest category?	No
Voluntarily recognizing exclusive representative?	Yes
List/Describe the bargainable or discussion items the school will opt out of:	SBEZ schools are not opting out of bargainable or discussion items

 **Harrison Middle School**

Three years in the lowest category?	No
Voluntarily recognizing exclusive representative?	Yes
List/Describe the bargainable or discussion items the school will opt out of:	SBEZ schools are not opting out of bargainable or discussion items

 **Coquillard Elementary School**

Three years in the lowest category?	Yes
Voluntarily recognizing exclusive representative?	Yes
List/Describe the bargainable or discussion items the school will opt out of:	SBEZ schools are not opting out of bargainable or discussion items

Part 6: Sustainability Budget

The long-term budget below represents a series of sustainable investments designed to build the expertise of Zone and school staff, as well as create the structures, systems, and enabling conditions for long-term success.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Services to Build Internal Capacity/Strategic Zone Initiatives	\$1,241,000	\$725,000	\$524,000	\$409,000	\$359,000	\$0

Year One Budget Summary

Services to Build Internal Capacity/ Strategic Zone Initiatives	
Education Resource Strategies (ERS)	ERS is being contracted to work alongside Zone school teams to create individualized plans that organize resources to meet their school specific needs and alongside Zone and corporation staff to create supporting processes, structures, and resources for Zone schools to be successful long term.
Empower Schools	Empower Schools will continue to work with the Zone (staff and board) and SBCSC staff to support the launch and initial implementation of Zone strategy and operations, this includes playing a lead support role in creating a Performance Management Framework and providing training and on-going support for the Board and Zone team through the first year.
Instruction Partners	Instruction Partners will work alongside Zone school teams to assess current instructional practice. They will then work with the team to develop a game plan, leveraging either curriculum improvements, teacher and leader professional development, and/or coaching. Through this shoulder-to-shoulder support, Instruction Partners empowers leaders to build their instructional expertise and capacity to support instruction.

Year One Budget Summary (Continued)

Acceleration Academies	Acceleration Academies will provide targeted, small-group academic support for students during April school vacation week.
Talent Support	The SBEZ will partner with SBCSC to support retention of strong instructional staff, implement best practices and systems to hire candidates earlier in the season, and advise both district and school leaders on high-leverage recruitment strategies and build a smart selection process for each school.
Principal Executive Coaching	SBEZ School Leaders will have access to coaching customized to individual school and school leader’s needs.
Teacher Summer PD	SBEZ teachers will have access to high-quality professional development over the summer to support school priorities and areas of development.
Learning Visits	Working closely with school leaders and educators, SBEZ will bring school staff on “seeing is believing” tours to successful and innovative schools using autonomy and best practices to improve.

Part 7: Waiver of Regulatory of District Policies

Description of any regulatory or district policy requirements, subject to the state board’s approval, that would need to be waived for the school corporation to implement the transformation zone

South Bend Empowerment Zone is exempt from all district requirements, other than those outlined in the Agreement between the South Bend Empowerment Zone and the South Bend Community Schools Corporation. Please see Agreement in Appendix A.