



# Rebuilding Stronger Plan: Updates to the Draft Plan

October 27, 2022

Present the IPS Board of School Commissioners with the updated draft of the Rebuilding Stronger Plan.

We will share updates by individual component or school.

What do we want to be true for our students?



- ❑ Currently, ~3,458 students **(26%)** have access to Band/Orchestra. After Rebuilding Stronger, 7,441 students **(56%)** will have access to Band/Orchestra and 13,321 **(100%)** will have access to Music.
- ❑ Currently, ~3,193 students **(24%)** have access to World Language. After Rebuilding Stronger, 7,441 middle school students **(100%)** will have access to World Language.
- ❑ Currently, ~2,552 middle school students **(34%)** have access to Algebra 1. After Rebuilding Stronger, 7,441 middle school students **(100%)** will have access to Algebra 1.

# Feedback and Proposed Changes

At the Henry H. Longfellow site...

Feedback Received	Proposed Plan Update
<p>Enhancing the athletic experience in the form of football stadium improvements is gendered and too focused on one sport</p>	<p>Update the plans for that school site to reflect a multi-sport practice and competition field</p>
<p>Impact</p>	
<p>There is no change to construction timeline or costs. Only change is intended future use of the stadium.</p>	

**At the George Julian 57 site...**

Feedback Received	Proposed Plan Update
<p>After seeing the draft architectural renderings, the community felt that it would be safer and more attractive with wider sidewalks and a fence around the front of the property.</p>	<p>Update the plans for that site to both widen the sidewalks and add a fence around the front of the property.</p>
<p style="text-align: center;">Impact</p>	
<p>Given continued concerns about the need for traffic calming in the area around the school, and in light of the traumatic loss of a student that the school community suffered, the plan will provide for a more safe front entry outdoor space.</p>	

At the Butler Lab 55 site...

Feedback Received	Proposed Plan Update
<p>Current renderings show loss of one of the three baseball/softball diamonds at the site. The Broad Ripple Haverford Little League and surrounding community would like all three current fields to stay.</p>	<p>Update the plans for the site to still do the addition, with the intended added capacity, but keep all three diamonds intact.</p>
<p>Impact</p>	
<p>This will lengthen the timeline for construction by approximately one year.</p>	

**At the Thomas Gregg School 15 site...**

Feedback Received	Proposed Plan Update
<p>Placing Thomas Gregg in Zone 4 cuts it off from their out-of-neighborhood-boundary student population. Placing the school in Zone 3 allows it to continue to educate current students and synergize around supports provided by the Boner Center and the Near Eastside Promise Zone investments.</p>	<p>Move Thomas Gregg from Zone 4 to Zone 3.</p>
<p style="text-align: center;"><b>Impact</b></p>	
<p>This does not significantly impact our mobility-reduction efforts or zone demographic balance, and may reduce transportation related mobility further. It changes choice options and middle school feeder patterns for Gregg students, but should not impact overall cost or enrollment projections.</p>	

Reggio program access...

Feedback Received	Proposed Plan Update
<p><b>Butler Lab Schools 55 and 60:</b> Students in Zones 3 and 4 don't have access to a Butler Lab.</p>	<p>Expand access to the Butler Lab Schools by identifying Butler Lab 60 to serve Zones 1 and 4, and Butler Lab 55 to serve Zones 2 and 3. Transportation would serve each school accordingly.</p>
<p style="text-align: center;">Impact</p>	
<p>This increases access to the Butler Lab Schools for students in Zones 3 and 4.</p> <p>This is an increased investment in transportation costs. (Specific increase data not yet available).</p> <p>This also addresses providing access to an already-established program to Zone 4 families.</p>	

### Regarding Zone 4...

Feedback Received	Proposed Plan Update
<p><b>Zone 4:</b> There is no access to an already-established program for Zone 4.</p> <p><b>(additionally) Butler Lab Schools 55 and 60:</b> Students in Zones 3 and 4 don't have access to a Butler Lab (see prior slide).</p>	<p>Expand access to the Butler Lab Schools by identifying Butler Lab 60 to serve Zones 1 and 4, and Butler Lab 55 to serve Zones 2 and 3. Transportation would serve each school accordingly.</p>
<p style="text-align: center;">Impact</p>	
<p style="text-align: center;">This increases access to the Butler Lab Schools for students in Zones 3 and 4.</p> <p style="text-align: center;">This is an increased investment in transportation costs. (Specific increase data not yet available).</p> <p style="text-align: center;">This also addresses providing access to an already-established program to Zone 4 families.</p>	

For merging and closing schools...

Feedback Received	Proposed Plan Update
<p>Some families may experience temporary transportation dependency or temporary transportation ineligibility during the transition to a new school or to new zones.</p>	<p>In addition to the one year transportation grace period, we will update the appeals process to include possible extended eligibility for these families and clarify the appeals process so all families have a better understanding of eligibility and exemptions.</p>
<p>Impact</p>	
<p>Minimal additional investment in transportation, and impacted families have more time to adjust.</p>	

**Choice Schools with new transportation boundaries...**

Feedback Received	Proposed Plan Update
<p>Some existing choice-school families will become transportation-ineligible in SY25-26 due to the new Zones map.</p>	<p>We will amend and revise transportation policies to create a structure to allow families who meet certain criteria (such as living a certain safe distance from an existing bus stop) to walk across zone lines to get to a bus stop. This would begin in SY25-26, after the one-year transportation grace period.</p>
<p style="text-align: center;"><b>Impact</b></p>	
<p>Minimal if any additional investment in transportation, and some impacted families would continue to receive transportation to their school.</p>	

### Merging or closing schools...

Feedback Received	Proposed Plan Update
<p>Children in grades 6-8 of next-year closures/mergers should get enhanced lottery priority for 2 years in a row (since middle schools will not launch until SY24-25)</p>	<p>All 6+ graders in closing or merging schools to have lottery priority for both the 23-24 and 24-25 school years.</p>
<p style="text-align: center;">Impact</p>	
<p style="text-align: center;">Minimal if any overall impact; gives families more opportunity to access options.</p>	

### Merging or closing schools...

Feedback Received	Proposed Plan Update
<p>Many families are new to the choice lottery, and as we make this transition to expanded choice for families, the district should consider having direct assignments to a nearby school rather than having to choose across the zone.</p>	<p>We will provide a default-assignment for any impacted student who does not make a selection by the end of the 2nd Enroll Indy window. Families can still choose, but if they don't want to, we will provide an assignment.</p>
<p style="text-align: center;">Impact</p>	
<p>We will increase enrollment projections at the following receiving schools.</p> <ul style="list-style-type: none"> <li>Raymond Brandes → Eleanor Skillen</li> <li>Floro Torrence → Robert Frost</li> <li>William Penn (SY24) → James Garfield</li> <li>George Buck → Anna Brochhausen*</li> </ul> <p><i>*This change will also require moving the George Buck 94 boundary into zone 3.</i></p>	

All neighborhood schools...

Feedback Received	Proposed Plan Update
<p>In the Zones model, there is no longer a “neighborhood school.” Families who move into the area mid-year might not have a seat at the school closest to them, if that is what they want.</p>	<p>We commit to studying the data over the course of implementation to see if this is an issue. At this time, we have little reason to suspect this would be an issue. If it is, we will implement an adjustment to the enrollment policy or other changes to solve for it.</p>
<p>Impact</p>	
<p>N/A - changes may come in 2-3 years.</p>	

**At the Theodore Potter 74 site...**

Feedback Received	Proposed Plan Update
<p>Since we are not enrolling 7th graders at Harshman next year, current Potter 6th graders who want to continue dual-language at Harshman in SY24-25 will need to go elsewhere for one year.</p>	<p>We will cohort only the current Potter 6th graders at Harshman for one year and provide them with continued dual language immersion instruction.</p>
<p style="text-align: center;">Impact</p>	
<p>A few of the Harshman 7th grade teachers may be able to stay at the building rather than be displaced. Minimal impact operationally.</p>	

At the William Penn School 49 and Cold Spring School site...

Feedback Received	Proposed Plan Update
<p>We received feedback from the Penn community that they did not desire a change to Innovation status for the school given the STEM model is also being implemented at IPS direct-run schools. Cold Spring families also expressed concern about the distance between the two sites, and many of the current Cold Spring families rely on transportation and live in Zone 2 (which the school would no longer serve).</p>	<p>We will update the plan to direct-run Penn with the STEM model rather than pursue an Innovation partnership at the site with Cold Spring. William Penn will still transition to become a middle school.</p> <p>Cold Spring will stay K-8 for the duration of their Innovation agreement (through June 2027) and serve Zones 1 and 2. We will consider modulars to provide space to meet excess demand.</p>

Impact

IPS will directly manage William Penn as a STEM Middle School beginning in SY24-25.

**At the William Penn School 49 site...**

Feedback Received	Proposed Plan Update
<p>The school community is mourning the loss of a generational neighborhood school in the change to a middle school at the site as well as zones</p>	<p>While we cannot leave the school K-8, we can commit to allowing students who are currently in K-5 and choose either Daniel Webster or James Garfield for the rest of their K-5 experience a direct-pipeline back to Penn for middle grades.</p>
<p style="text-align: center;"><b>Impact</b></p>	
<p style="text-align: center;">Little operational impact. Will need to update enrollment targets to reflect feeder patterns. Keeps many students together and they can return to their same school.</p>	

For the CFI 2/Washington Irving 14 merger...

Feedback Received	Proposed Plan Update
<p>There is concern about the speed of the merger and the ability to successfully meld the two school communities.</p> <p>Urban Act School 14 school community was also concerned about the proposed model.</p> <p>Consider delaying for one year.</p>	<p>Delaying for one year would not serve both school communities well. Given this, we will no longer plan to merge the schools. <b>Both schools will remain open and operational.</b></p> <p>We have begun preliminary conversations with the Near Eastside Innovation School Corporation to engage in an Innovation partnership at School 14 OR will direct-manage the school.</p> <p>We also recommend doing Zones one year early at School 14 in order to stabilize mobility.</p> <p>Both schools will still become K-5 in SY24-25.</p>
<p style="text-align: center;">Impact</p>	

Cost for zones transportation should be negligible.  
 Determine next steps for Washington Irving School 14

**For the Edison replication at James Whitcomb Riley 43...**

Feedback Received	Proposed Plan Update
<p>Edison and their families/staff expressed a desire to live out their current Innovation agreement as a K-8 at their first site.</p>	<p>Edison will remain K-8 for the duration of their Innovation Agreement through June 2027.</p>
<p>Families from both schools have expressed concerns about the mixing of school populations in SY24-25 and the distance between the two schools, as well as two consecutive years of significant change for Riley.</p>	<p>James Whitcomb Riley 43 will also remain K-8 through June 2027.</p> <p>James Whitcomb Riley 43 would serve zones 1 and 2; Edison 47 would serve zones 3 and 4 beginning in SY24-25.</p>

**Impact**

This change reduces transportation costs since both schools now only serve two Zones rather than district-wide.

This provides enhanced stability for James Whitcomb Riley (still proposing arts programming for SY23-24)

**For zone 3 and K-5 STEM models...**

Feedback Received	Proposed Plan Update
<p>Zone 3 is the only zone without a STEM elementary school. While Robert Frost was designed to serve Zones 2 and 3, the default-assignment of Floro Torrence students to Frost means that there may not be room for additional students who want STEM from Zone 3.</p>	<p>Add a STEM program at Anna Brochhausen that is accessible via transportation to Zone 3.</p>
<p style="text-align: center;">Impact</p>	
<p>We will need to invest in STEM vendors to provide professional development and training to additional teachers. We will also need to partner with STEM providers to supplement the curriculum so that STEM is integrated across content areas.</p>	

For proposed new builds...

Feedback Received	Proposed Plan Update
<p>The new build at the Kilmer 69 site seems unnecessary given that James Russell Lowell 51 is a good building, built in 2006.</p> <p>Consider removing that new build.</p>	<p>We will keep the 56/51 merger at James Russell Lowell School 51. We will <b>not</b> plan for a new build at the Francis Parker 56 site.</p> <p>We will do a new build only at Joyce Kilmer 69 to serve the 1-5 high ability program.</p>

Impact

This will be a reduction in our capital improvement costs/needs and allow us to focus spending on needs at existing schools where instruction will be continuing. We will work with Francis Parker School 56 community on future use of the building

**For our special education programs...**

Feedback Received	Proposed Plan Update
<p>Families and staff requested greater transparency regarding the locations of special programs, clarity in what changes students accessing inclusion services should expect, and additional consideration special program logistics (which programs offer one classroom versus two classrooms in a school, grade bands served in program classes, etc.).</p>	<p>We have included special education programming information on the RBS website with live updates linked <a href="#">here</a>. A number of programmatic shifts have been proposed to decrease student and staff movement, reduce the number of different programs offered in a single building, increase the number of program classrooms to increase teacher collaboration, and increase access to programming, geographically, to the greatest extent.</p>
<p style="text-align: center;"><b>Impact</b></p>	
<p>These changes will honor staff, family, and community feedback to the greatest extent without increasing staffing allocations or expenses. USS and Teachers of Record will continue to work with families to ensure student transitions are individualized and proximal to plan execution.</p>	

# Feedback Trends without Plan Changes

### Feedback Received

We received trends in feedback from predominantly our K-8 choice schools to not change grade configuration, either for a particular model or for any schools.

### Rationale for staying the course

- Grade configuration changes - and specifically running larger schools with fewer grade-bands- is a critical lynchpin in delivering on the student experience.
- Community feedback emphasized a robust middle school experience complete with upper level coursework, exciting extra-curriculars, and opportunities for multiple athletics for all students, not just some.

## Feedback Received

We were asked to scale K-8s and replicate them across the district, rather than separate existing K-8s into K-5 and 6-8.

Rationale for staying the course - **Facilities and Enrollment**

- To scale K-8s, we would need to close 25 schools.
- Scaling K-8s to run them in a financially responsible way means they need to enroll, on average, 550 students.
  - Today, nearly all of our K-8s are below this target which means they are subsidized in order to operate (and considered “small” schools).
- Our facilities footprint does not currently support an enrollment of 550 for scaled K-8s.
  - We would need to either add on to existing, smaller K-8 buildings OR transport students to existing large facilities across the district.

### Feedback Received

We were asked to scale K-8s and replicate them across the district, rather than separate existing K-8s into K-5 and 6-8.

### Rationale for staying the course - **Student Performance**

- In IPS, a specific grade configuration has not been a determining factor in student performance.
  - For example: In 2017, IPS converted 4 K-6 neighborhood schools to K-8s. Since that time, three were restarted by Innovation partners due to struggling performance and the fourth has continued to struggle.
- Our current K-8 performance varies widely.



All students in an IPS direct-managed school have access to the robust K-5 experience. They can access that experience through a variety of program options across the Zones.



Exploratory Elementary

Inquiry Based (Montessori, Reggio, IB)

Visual & Performing Arts

Dual Language

STEM

High Ability



Every middle school student has access to the 6-8 Student Experience: The middle school experience ensures students are exposed to a rigorous curriculum and experiences that set them up to be successful in high school. All students in an IPS-run middle school will have this experience in a school program of their choosing.



Inquiry Based

Visual & Performing Arts

Dual Language

STEM

High Ability



Students will leave IPS 8th grade ready to succeed in high school and beyond.



# Why Grade Configuration Changes?

All K-5 students will have access to:



## Arts

All students have access to an art special class



## Music

All students have access to a music special class



## Physical Education

All students have access to PE special class



## Computer/Tech

All students have access to computer science



## Core phonics curriculum

Students have access to a curriculum that effectively teaches them to read. Students access a core phonics curriculum every day in grades K-3.



## Library

All students have access to a library with up-to-date collections and have opportunities to borrow books to enjoy at home.



## College and career ready curriculum

All students have access to an EdReports vetted curriculum in ELA and math and have gone through the rigorous and DEI-aligned rubric. This puts them on track for accessing college-ready curriculum in middle school and high school.



## High school connections

By 5th grade, all IPS K-5 students will have attended at least one event at an IPS high school that allows them to “see themselves” in high school. This could be a musical experience, athletic experience, etc.

What will we offer all middle school students?



## Music and Arts

Starting in sixth grade, all students have opportunities to access music, *specifically the option to learn a musical instrument*. Students may select visual arts or choral music instead.

What does this mean: Every student may choose to learn a musical instrument. Students may choose a visual arts or choral arts elective instead.



## Athletics

Starting in sixth grade, all students have access to athletic programming that provides them with training in the foundational skills of offered sports and prepares them to compete in athletics at the high-school level.



## Advanced Math Programming

All 7th grade students have access to pre-Algebra at their home school; all 8th grade students have access to Algebra I at their home school, making it possible for them to complete Calculus by the time they graduate.



## College and Career Counseling

Starting in 7th grade, all students have access to coursework designed to ensure they are tracking to select the high school pathway that best supports their future aspirations.



## Foreign Language

Starting in 7th grade, all students have the opportunity to learn a foreign language. This allows them to access AP foreign language by the end of high school if they choose.



## Civics, Social Studies

The state is requiring middle school civics for all 6th grade students during the 2nd semester, and educators with a general elementary licensure are eligible to instruct the course if taught within the elementary setting. These must be implemented during the 2023-24 school year. We will offer civics and social studies for all 6, 7, 8th grade students starting in school year 2023-24.

We are committed to delivering on a strong middle school experience for our students.

*We will also be implementing a Middle School Success Advisory Committee to support the successful implementation and launch of our IPS Middle School strategy.*

## Planning and Timeline





# Key Structures we are considering when redesigning Middle Schools

The organizational structure of the middle schools will include these core elements to foster purposeful learning and the building of meaningful relationships.

- 01 | Homeroom & Advisory
- 02 | Interdisciplinary teams to create smaller school feel
- 03 | Looping for relationship development and concept vertical articulation
- 04 | Community Service & Action
- 05 | Scheduling and Small Learning Communities
- 06 | Equitable access to high quality instruction



## Feedback Received

After moving to Zones in SY24-25, the district should consider implementing “Hubs stops” for choice families who will lose transportation in this transition.

## Rationale for staying the course

## Hub stops...

- eliminate the cost, time and distance savings created by zones.
- increase the number of interzone transportees and create the need for parent drop off or additional walkers at school sites (best case scenario) or
- less secure community sites (worst case scenario) that will be disrupted by increased traffic.

## Feedback Received

Delay making this the last year for classroom instruction at any buildings.

## Rationale for staying the course

- Students deserve better facilities, sooner.
- We are moving students to larger, more resourced schools, sooner.
- The school leadership teams and staff at these schools will be instrumental in planning and launching for school year 2024-2025.

## Feedback Received

We were asked to co-locate the Shortridge students and PPHS-N at Broad Ripple (and place the IB middle school at Shortridge).

## Rationale for staying the course

- Doing so would require us to move the current Shortridge programming away from its centralized location.
- When we consolidated high schools in 2018, we prioritized placing them as centrally as possible since all are district-wide choice.
- Moving the high school to Broad Ripple would greatly increase transportation costs.

## Feedback Received

Due to the comprehensive nature of change in this plan, we were asked to model phasing in the implementation, particularly at the middle schools.

## Rationale for staying the course

We modeled this several different ways. Doing so resulted additional implementation challenges or negated some of the benefits of the plan as drafted (see details on next slide).

	<b>Implications</b>
<p><b>Option 1: Grow MS 1 Grade/Year with co-locations at MS</b></p>	<ol style="list-style-type: none"> <li>1. All MS buildings (other than Broad Ripple and Howe) would have co-located buildings for multiple years with multiple administrations running different programs (I.e. Longfellow running both a STEM and IB model.)</li> <li>2. Grade structure of K-5, 8 would lead to an increase in the number of staff required, specifically in co-located programs, while also maintaining status quo staffing needs in the unphased school locations OR middle schools would not receive the enhanced student experience during phasing.</li> </ol>

	<b>Implications</b>
<b>Option 2: Grow MS 1 Grade/Year with existing MS relocated to closing buildings</b>	<ol style="list-style-type: none"><li>1. IPS would need to open and staff 4 new middle schools in SY23-24 which would run for only three years and scale down year-over-year.</li><li>2. All middle schools would operate significantly below scale until SY26-27.</li><li>3. Short-term nature of the positions in these schools lessens the attractiveness of the position to applicants, creating a “hard to fill” perception, while also straining operational resources to hire staff in other district locations.</li></ol>

	<b>Implications</b>
<b>Option 3: Phase Some K-8 Schools and Reconfigure Others</b>	<ol style="list-style-type: none"><li>1. Middle Schools in SY24-25 would operate below scale while some K-8s continued to exist</li><li>2. Creates unfair/arbitrary process for determining which K-8s reconfigure in SY24-25 and which reconfigure in SY26-27.</li></ol>

## Feedback Received

Some of the programs we are proposing replicating have a disparity in outcomes for students of color (“achievement gap”) and we we asked to cease replicating them.

## Rationale for staying the course - slide 1

We are replicating models with demonstrated demand of at least two applications for every open seat.

The program models we are expanding access have demonstrated higher outcomes relative to other schools, for students of all backgrounds.

We are one of the only public school districts in the state that already offers such a diverse set of program options - from International Baccalaureate, to Montessori, to Visual & Performing Arts, and dual-language immersion. Students across the district deserve access to these choices.

For the middle school models we chose, we backwards mapped from our existing high school programs (STEM, IB, etc.) and created models that support the successful transition of students as they matriculate through the program continuum in IPS.

## Feedback Received

Some of the programs we are proposing replicating have a disparity in outcomes for students of color (“achievement gap”) and we were asked to cease replicating them.

## Rationale for staying the course - slide 2

In our September 29, 2022 board presentation, we detailed the rationale and research for each proposed model (beginning on slide 33).

**Addressing gaps in performance by race is imperative and an existing focus of IPS.**

It is also true that:

- Students in IPS International Baccalaureate (IB) schools are among top performers in IPS on ILEARN and, in some cases, the student proficiency of black and white students exceeds the state average.
- In IPS, access to IB programs has been limited for all students (ex: IPS IB programs largely on north side). Across the country, they are not broadly available to students from lower-income backgrounds given program locations or type of school offering the program.
- We do not believe that everyone should choose IB, but students/families of color who may be interested shouldn't have to leave their neighborhood to access a program that is producing results.

### Feedback Received

Some of the programs we are proposing replicating have a disparity in outcomes for students of color (“achievement gap”) and we we asked to cease replicating them.

### Rationale for staying the course feedback - slide 3

In our September 29, 2022 board presentation, we detailed the rational and research for each proposed model (beginning on slide 33). Highlights:

- According to the *Indiana Priorities for STEM Education*, the Indiana Department of Education has prioritized STEM Education across the state given predictions in the growth of STEM professions across the state. Research also shows that Black and Latino students are less exposed and have less experience in STEM fields than white students. There are also significant disparities in the experiences in STEM for girls.
- Teenagers and young adults of low socioeconomic (SES) status who have a history of in-depth arts involvement ("high arts") show better academic outcomes than low-SES youth with less arts involvement ("low arts"). They earn better grades and have higher rates of college enrollment and attainment (National Endowment for the Arts).

## Feedback Received

Some of the programs we are proposing replicating have a disparity in outcomes for students of color (“achievement gap”) and we were asked to cease replicating them.

## Rationale for staying the course feedback - slide 4

- We are expanding access to Montessori to K-5 students on our south side of the city.
- Some research suggests positive long-term impacts when comparing high school students who attended Montessori preschools and elementary schools to those who did not (Dohrmann et al, 2007).
- In research focused on students of diverse backgrounds, study found students engaged in Montessori scored higher on reading assessments than their peers (Brown & Lewis, 2017).
- Currently, in the US, many students of color do not often have access to a Montessori education given that it is frequently offered in private school settings.

### Feedback Received

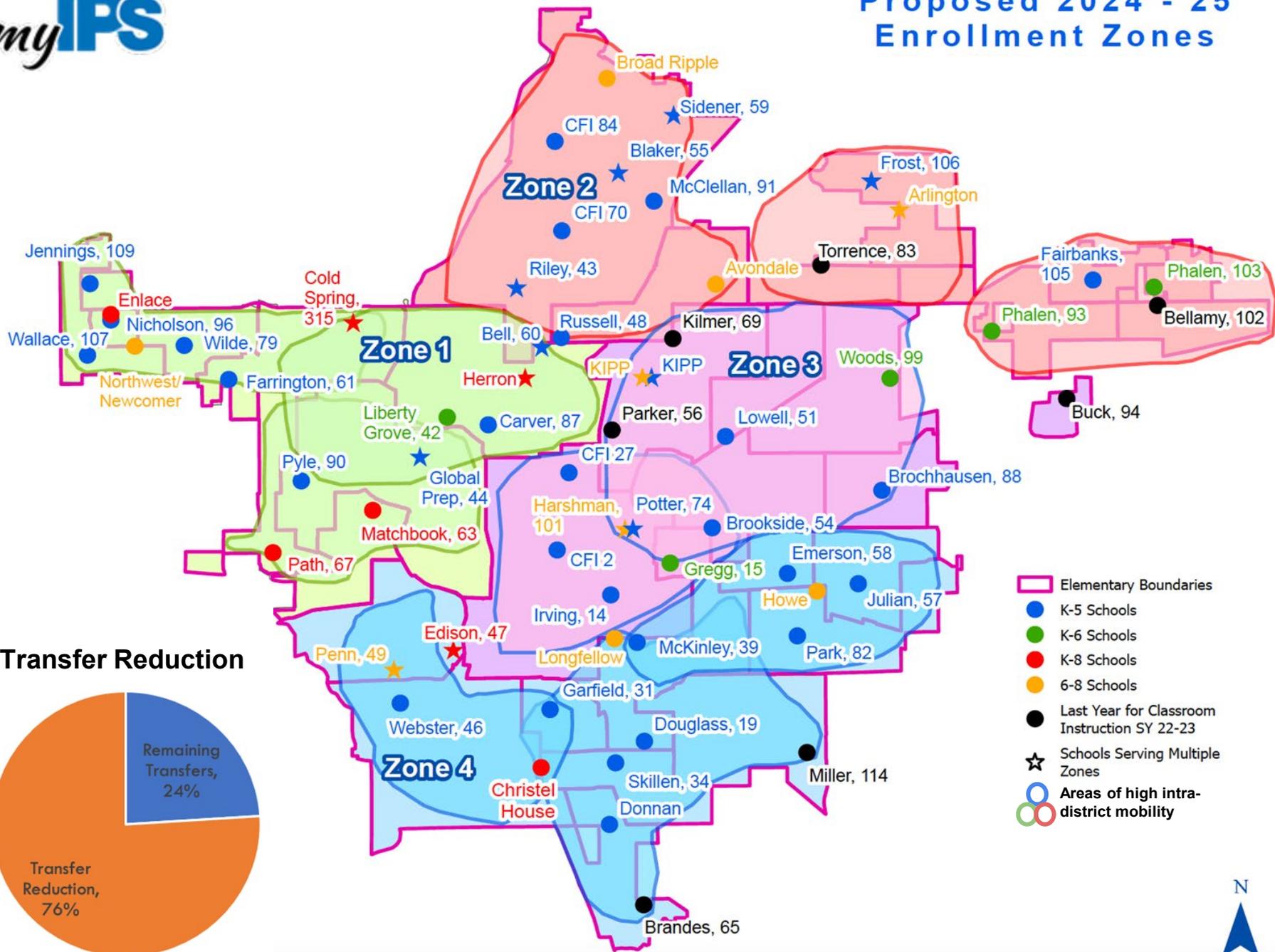
Several community members and parents asked about how Zones were cut, either citing imbalances in demographics or established programs or the size of the Zones.

### Rationale for staying the course

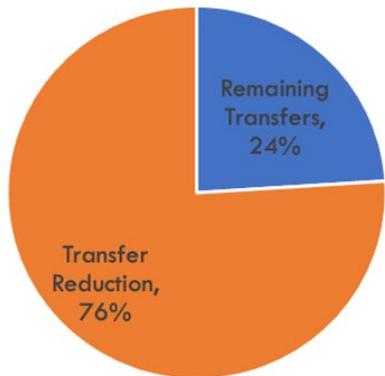
Beyond moving Thomas Gregg Neighborhood School to Zone 4 and George Buck to Zone 3, we are not proposing any other changes to the Zones.

Other feedback changes would have required significant sacrifices in one of the three priorities used to create zones:

- (a) keeping existing neighborhood boundaries in tact
- (b) making zones as demographically proportional as possible, and
- (c) stabilizing student mobility based upon 3-years of data from 12,000 students.



## Transfer Reduction



- Elementary Boundaries
- K-5 Schools
- K-6 Schools
- K-8 Schools
- 6-8 Schools
- Last Year for Classroom Instruction SY 22-23
- Schools Serving Multiple Zones
- Areas of high intra-district mobility



What do we want to be true for our students?





# Rebuilding Stronger: Budget Review

October 27, 2022

Review the budget impact of Rebuilding Stronger and the proposed future funding strategy.

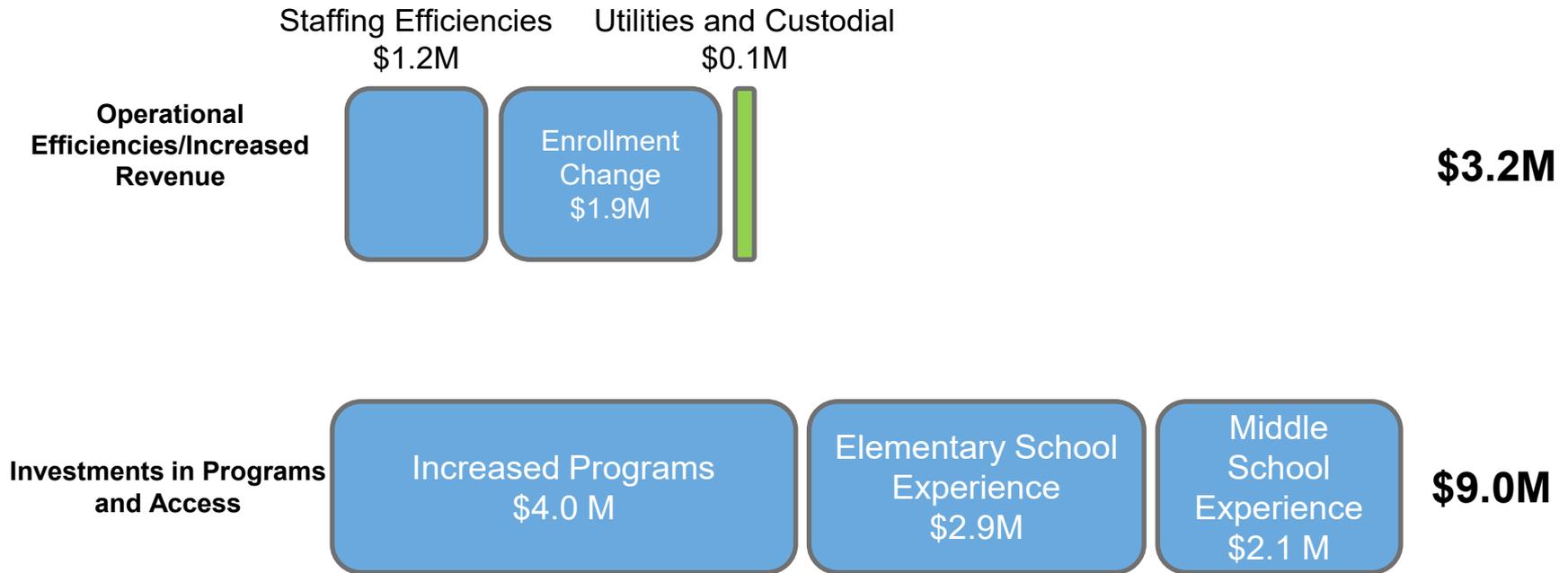
***Note:** All financial models are based on current projections and are subject to change.*

# Rebuilding Stronger Budget Impact

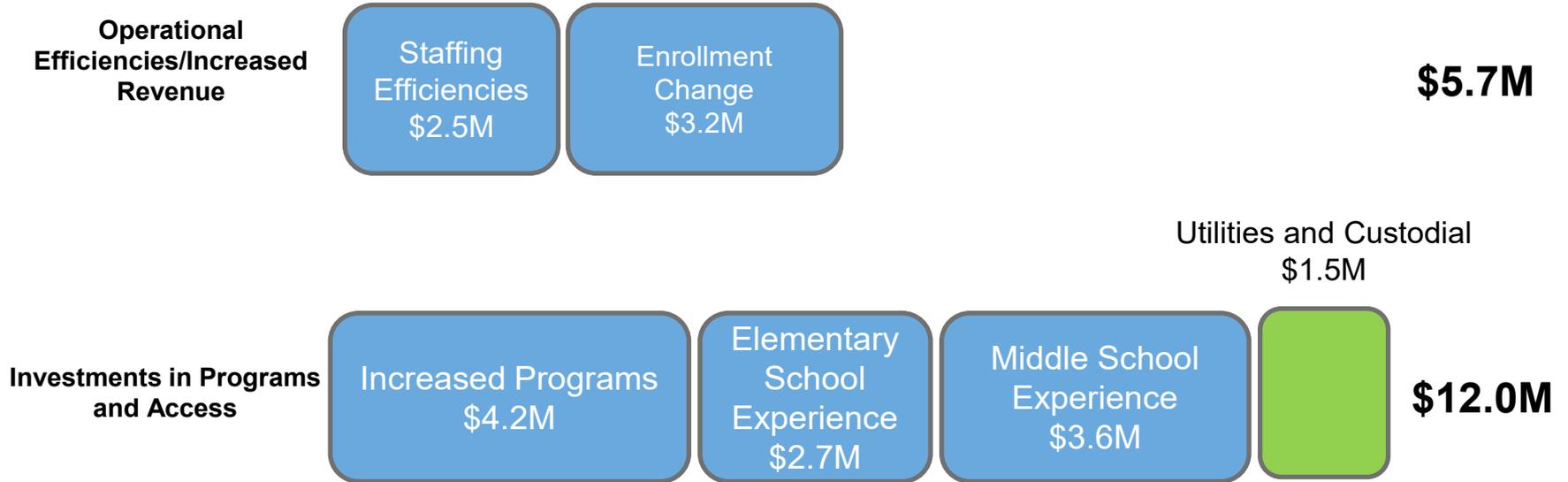
## The Rebuilding Stronger Plan is Organized by 8 Components

The eight components address the needs and wants of IPS stakeholders shared with us through a year of community feedback and, together, address our most pressing challenges.

1. **Grade Reconfiguration and The Student Experience** = Creates dedicated K-5 and 6-8 schools for an exciting and robust elementary and middle school experience
2. **Enrollment Zones & Elimination of Proximity Priority** = Increases equitable access to schools for all families; reduces student mobility
3. **Facilities Upgrades and Renovation** = Creates higher-quality facilities, and modifications to schools to accommodate new programs, academic models or grade reconfiguration
4. **Program Expansion and Replication** = Improves student access to higher-performing, high-demand schools in all Zones
5. **Pre-K Expansion** = Improves access to FREE Pre-K by adding programs throughout district schools
6. **Special Education Programming in All Zones** = Increases accessibility of special education programs in each of the four enrollment zones
7. **High-Ability Program Eligibility and Placement** = Offers increased access to high-ability programming to eligible students in a more centralized location
8. **School Consolidation and Closures** = Reduces number of small schools and poor facilities; improves student enrollment



RBS has a net annual cost of **\$5.8M** under current assumptions



RBS has a net annual cost of **\$6.3M** under current assumptions

Component	2023-24	2024-25
Staffing Efficiencies	\$1,200,000	\$2,500,000
Enrollment Change	\$1,900,000	\$3,200,000
Program Investments	(\$4,000,000)	(\$4,200,000)
Elementary School Experience	(\$2,900,000)	(\$2,700,000)
Middle School Experience	(\$2,100,000)	(\$3,600,000)
Utilities and Custodial	\$100,000	(\$1,500,000)
<b>Total Gain/Loss</b>	<b>(\$5,800,000)</b>	<b>(\$6,300,000)</b>

Component	ES Experience	MS Experience
1 Computer Science/Media Specialist	\$2,871,874	\$337,868
1 Music Teacher		\$337,868
1 Counselor & 1 Dean		\$725,477
1 Foreign Language		\$675,735
<b>Total Cost</b>	<b>\$2,871,874</b>	<b>\$2,076,948</b>

Component	ES Experience	MS Experience
1 Computer Science/Media Specialist	\$2,702,940	\$591,268
1 Music Teacher		\$591,268
1 Counselor & 1 Dean		\$1,269,585
1 Foreign Language		\$1,182,536
<b>Total Cost</b>	<b>\$2,702,940</b>	<b>\$3,634,657</b>

Component	Current Cost	23-24 Cost	Additional Allocation
Action Based Learning	\$168,934	\$0	(\$168,934)
Dual Language	\$258,401	\$0	(\$258,401)
High Ability	\$84,467	\$84,467	\$0
International Baccalaureate	\$1,715,837	\$1,715,837	\$0
Montessori	\$2,025,732	\$2,522,502	\$496,770
Reggio	\$591,268	\$591,268	\$0
STEM	\$337,868	\$337,868	\$0
Exploratory	\$0	\$3,969,943	\$3,969,943
<b>Total Cost</b>	<b>\$5,182,507</b>	<b>\$9,221,885</b>	<b>\$4,039,378</b>



# Program Experience

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## 2024-25 Additional Allocations

Component	Current Cost	24-25 Cost	Additional Allocation
Action Based Learning	\$168,934	\$0	(\$168,934)
Dual Language	\$258,401	\$0	(\$258,401)
High Ability	\$84,467	\$422,334	\$337,867
International Baccalaureate	\$1,715,837	\$2,056,485	\$340,648
Montessori	\$2,025,732	\$3,366,490	\$1,340,758
Reggio	\$591,268	\$337,868	(\$253,400)
STEM	\$337,868	\$1,267,003	\$929,135
Exploratory	\$0	\$1,942,738	\$1,942,738
<b>Total Cost</b>	<b>\$5,182,507</b>	<b>\$9,392,918</b>	<b>\$4,210,411</b>

# Future Funding Implications

After considerable public input and public meetings, we developed Rebuilding Stronger as our draft plan to reflect the values of our community:

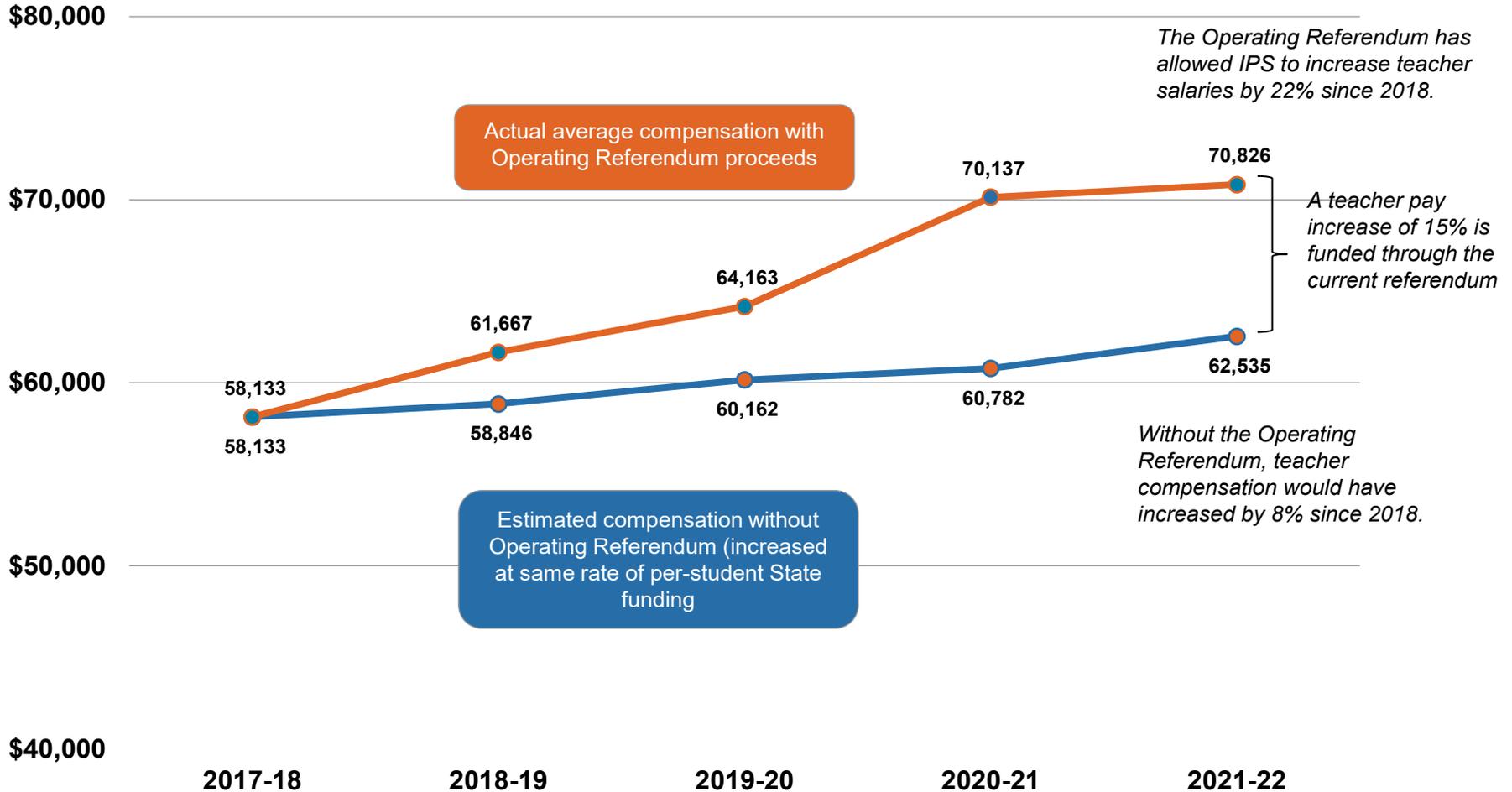
- Expanded opportunities and offerings for our students
- More great schools across our district
- More equitable access for families
- Continued compensation that supports our teachers and support staff
- Aligning our budget to our values.

**To do this, we need the investment and support of our community through capital and operating referendums.**

- **Ensure** excellent offerings are available to **all** students instead of just some of them, creating a more equitable district for our 31,000 students
- **Improve** our educational facilities to ensure they are safe, warm and welcoming
- **Continue** competitive compensation that supports our teachers and improve support staff compensation

<p>What</p>	<p>A capital and operating referendum</p>
<p>When</p>	<p>May 2023</p>
<p>Capital</p>	<p>\$410M to support proposed Rebuilding Stronger facility renovations, improvements, and new construction</p>
<p>Operating</p>	<p>~\$50M annually to be generated over the course of the 8-year term to support the <b>expanded student experience</b> and <b>continued investment in compensation of teachers and support staff</b></p>
<p>Impact to Taxpayers</p>	<p>Proposed rate: \$.25/\$100 of assessed homestead value  <b>For Median Homeowner: additional \$6/month</b>  <i>Current rate: \$.19/\$100 of assessed homestead value</i></p>

## Commitment to our Teachers



### Investment in Teachers

- Up **22%** from SY 2017–18 to SY 2021–22
- Average salary up from \$58,133 to **\$70,826**

### Operational Efficiencies

- Disposal of Underutilized Buildings → \$25 million since 2015
  - Annual reduction of Facility Maintenance
- Transportation Initiatives → \$72 million cumulative savings since 2017
  - Fuel Efficient Bus Fleet
  - Routing Optimization
  - IndyGo Partnership
- Facilities & Energy Management
  - Utilities Monitoring → \$1 million cumulative savings since 2017
  - Custodial staffing → \$15 million cumulative savings since 2017

# Strategic Priority 4: Operate and Fund Strategically

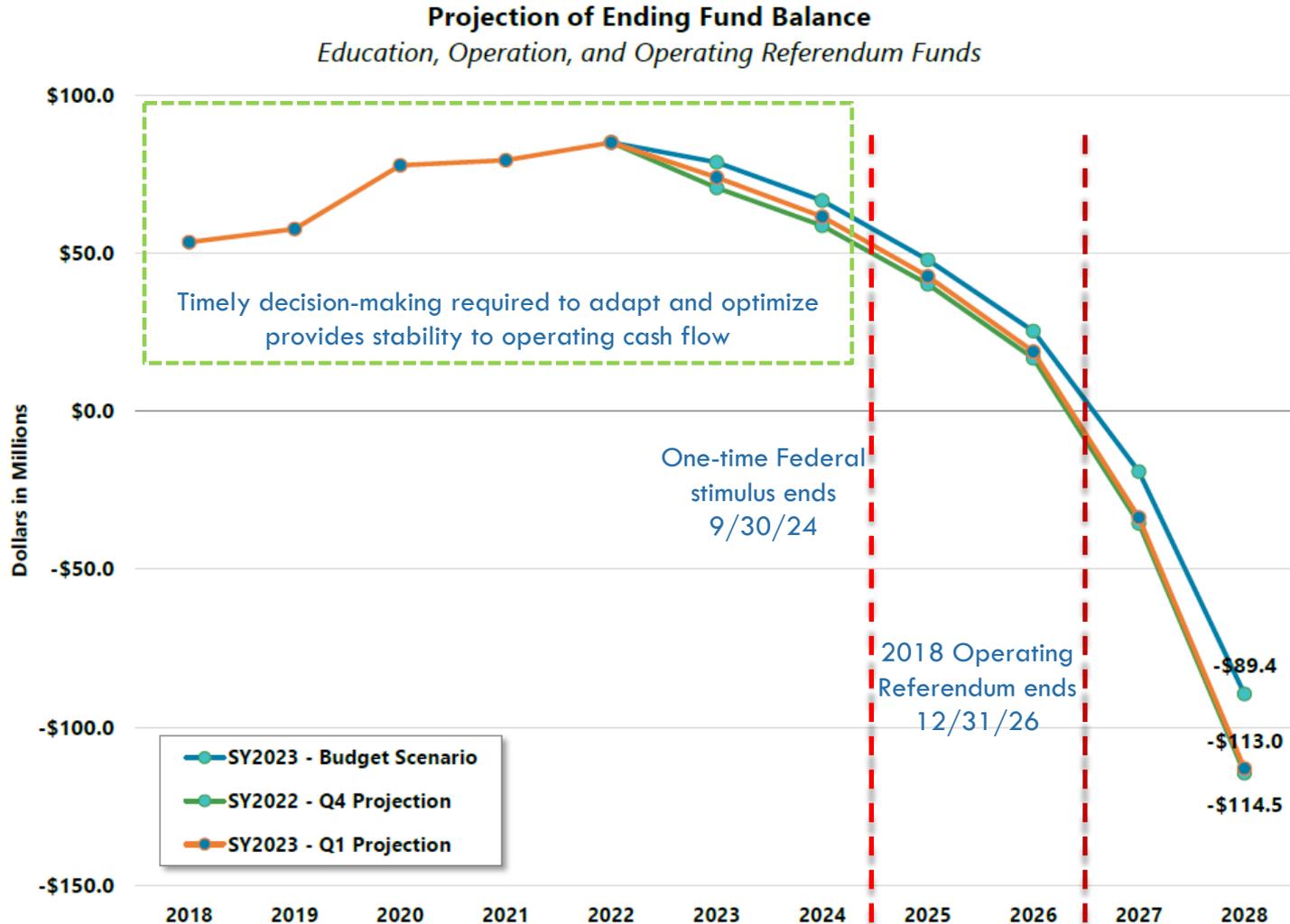
## Adapting & Optimizing For SY 2022–23 & Beyond

IPS Education & Operations Fund cash balance will be sustained or fluctuate depending on the timing of decisions.

- **Blue line** illustrates cash balance projected as of March 2022 Budget Approval
- **Green line** illustrates projection as of August 2022
- **Orange line** illustrates current cash balance projection

Operating cash flow is currently supported by 2 time bound funding sources, such as

- One-time Federal stimulus (ending in 2024) and
- local property tax referendum (ending 12/31/26) which would need to be extended every 8 years





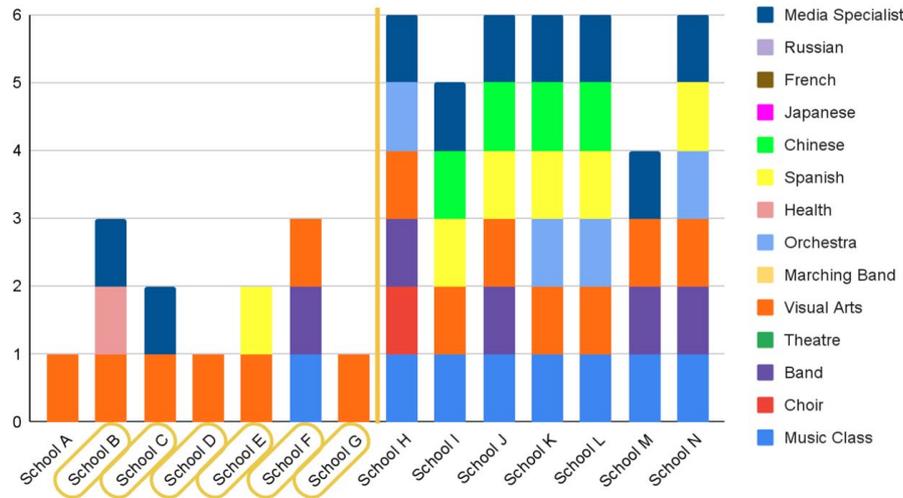
Date	Action
10/27	Board Meeting: <ul style="list-style-type: none"> <li>• RBS Draft Updates</li> <li>• Budget/Referendum</li> </ul>
11/9	Board Work Session
11/17	Board Action Session: <ul style="list-style-type: none"> <li>• Vote on RBS</li> </ul>
Mid to Late November	Initial Referendum Determination Hearing
12/6	Board Action Session: <ul style="list-style-type: none"> <li>• Referendum Determination Hearing</li> </ul>
Jan – May 2023	Formal Campaign Process



### Student Experience: Enrichment Programs

Schools Above Median % BIPOC

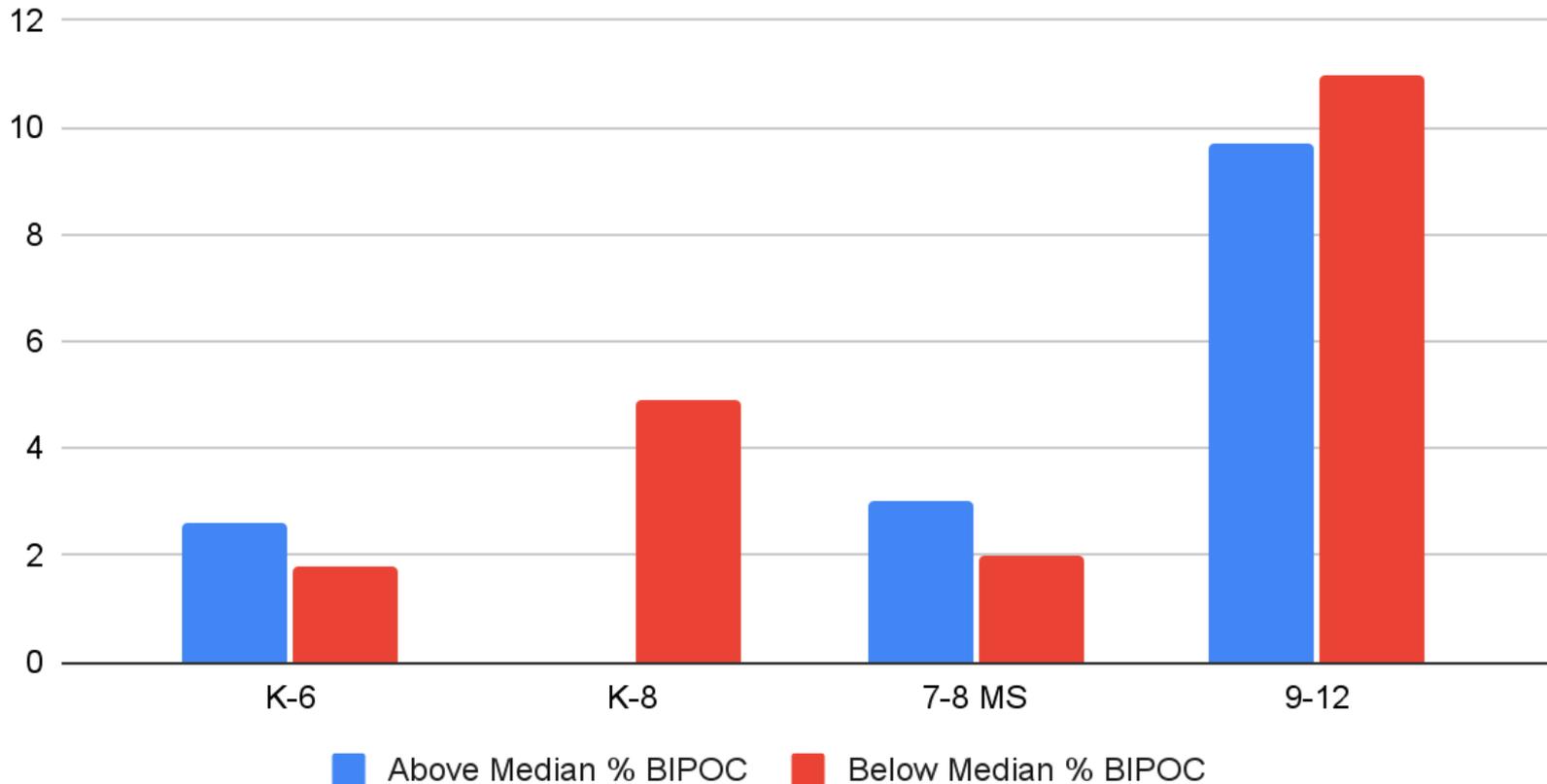
Enrichment Programs By School Type and Grade Configuration



### [Key trends] - current data

- The consequence of IPS spending money on keeping small schools open is that IPS has less to invest in student enrichment experiences, and this disproportionately impacts students of color, who are more likely to attend small schools.

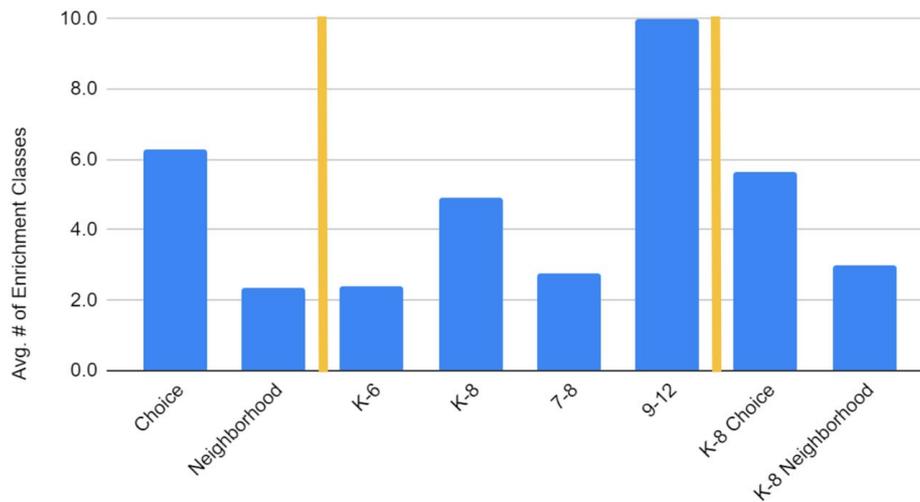
Average Number of Enrichment Programs In Schools Above/Below Median % BIPOC by Grade Configuration



### Student Experience: Enrichment Programs

#### In-Day Enrichment Classes

Average Enrichment Classes by School Type and Grade Configuration



### [Key trends] - current data

- IPS spends more on ensuring all schools can operate and therefore has less to focus on equity and enhancing student experience.
- This disproportionately impacts students of color, who are more likely to attend small schools.
- Larger schools tend to have more enrichment offerings while smaller schools have fewer because their resources are focused on essential staffing needs.

# The Middle School Experience: What does some research say?

- Grade configuration alone does not guarantee higher outcomes for students. No particular grade configuration is the “magic bullet” to improving student achievement
- According to New York University, In 2017, 90 percent of U.S. public school students attend a middle school or junior high school.
- The research is mixed when it comes to which configuration is better for student outcomes. The following bullets are from an excerpt from Education Northwest on what the research says about K8 vs Middle Schools:
  - ❓ NWREL looked at the available research on grade configuration and concluded that little evidence existed to determine a cause-and-effect relationship between grade configuration and academic achievement. The few studies that did exist offered few clear policy guidelines. Some studies show that sixth-graders did better in a K8 setting than a middle school setting, but these did not control for school size, socioeconomic factors, and other variables, so results could be attributed to reasons other than grade configurations.
  - ❓ There is a limited amount of empirical, large-scale studies that have examined the relationship between grade configuration and student achievement as measured by standardized test scores (McEwin, Dickinson, & Jacobson, 2005).

# The Middle School Experience: What does some research say?



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- No matter the school or the grade configuration, what impacts student achievement the most is quality teaching and learning.
- A few researchers shared the following sentiments in a few studies:
  - ❑ *“Rather than debate which grade configuration is best for middle grades, we would be better off expending our energy creating a curriculum that intellectually engages and inspires young adolescents, pushing for organized structures that support high-quality relationships, and finding better ways to reach out to families and communities”* (Beane & Lipka, 2006, p. 30).
  - ❑ Anfara and Buehler (2005) note that *“no sequence of grades is perfect or, in itself, guarantees student academic achievement and healthy social and emotional development”* (p. 57).
- Most of the research is from the early 2000’s mainly because of the NCLB legislation. Many practitioners started to ask questions about what structures need to be in place to enhance performance since student performance was directly correlated to accountability.

- Performance is significantly higher in our K8 choice schools for white students compared to other white and black students who attend K8 neighborhood schools and stand alone middle schools.
- However, there is no data that suggests that grade configuration is the contributing factor to the higher performance of white students in K8 choice schools due to significantly lower performance of students in the same grade configuration in K8 neighborhood schools.
- With teaching and learning being the main contributor of whether students perform better, we want to create the conditions that all IPS students have access to rigorous and quality instructional and enrichment program offerings.
- What we do know is that the course offerings and enrichment program offerings vary significantly across grade types.

## Grounding Research

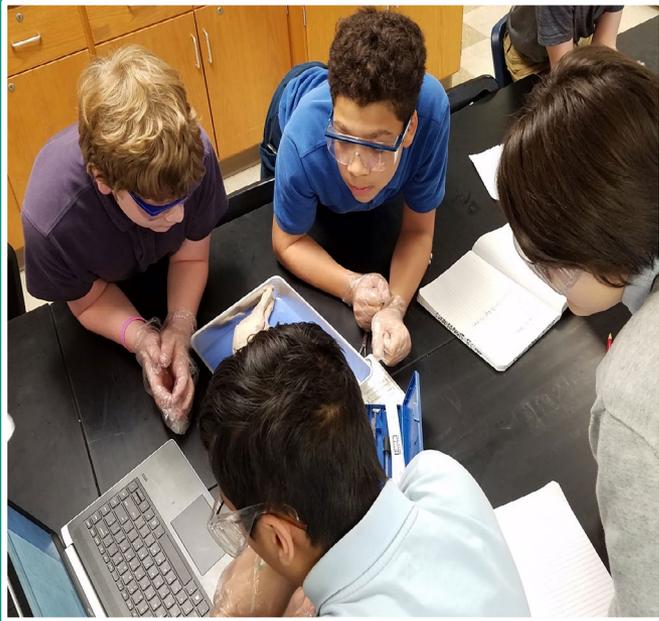


“Young people undergo more rapid and profound personal changes between the ages of 10 and 15 than at any other time in their lives.

*Although growth in infancy is also very extensive, infants are not the conscious witness of their own development.”*

- Association for Middle Level Education

# Essential Attributes *of Successful Middle Schools*

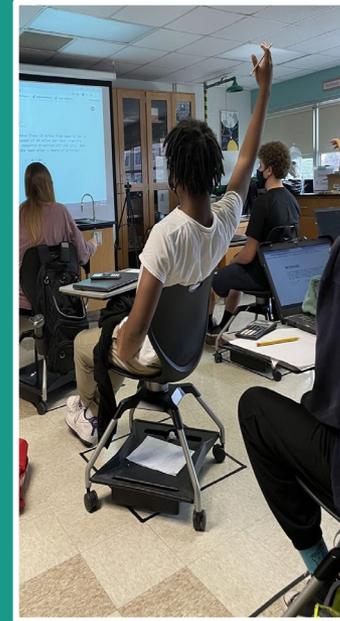


**Responsive**

**Challenging**



**Empowering**



**Equitable**



**Engaging**

# The Successful Middle School: This We Believe

## Essential Attributes

AMLE affirms that an education for young adolescents must be:

### Responsive

Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

### Challenging

Cultivating high expectations and advancing learning for every member of the school community.

### Empowering

Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.

### Equitable

Providing socially just learning opportunities and environments for every student.

### Engaging

Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.

## Characteristics

Successful middle schools exhibit the following 18 characteristics:



### Culture and Community

- Educators respect and value young adolescents.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate.
- School safety is addressed proactively, justly, and thoughtfully.
- Comprehensive counseling and support services meet the needs of young adolescents.
- The school engages families as valued partners.
- The school collaborates with community and business partners.



### Curriculum, Instruction, and Assessment

- Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.
- Curriculum is challenging, exploratory, integrative, and diverse.
- Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.
- Instruction fosters learning that is active, purposeful, and democratic.
- Varied and ongoing assessments advance learning as well as measure it.



### Leadership and Organization

- A shared vision developed by all stakeholders guides every decision.
- Policies and practices are student-centered, unbiased, and fairly implemented.
- Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.
- Leaders demonstrate courage and collaboration.
- Professional learning for all staff is relevant, long term, and job embedded.
- Organizational structures foster purposeful learning and meaningful relationships.



From **The Successful Middle School: This We Believe**, published by the Association for Middle Level Education. Build your own professional development plan with the Successful Middle School program.

Visit [amle.org/sms](http://amle.org/sms)

## Approach to Curriculum



“Curriculum is relevant when it allows students to pursue answers to questions they have about themselves, the content, and the world.”

*-American Middle Level Education, “This We Believe”*



# Key Curriculum Components



## Technology Integration

Classroom tools will be used to enhance and transform learning, providing students opportunities for choice, creativity, differentiation and expanding their learning.



## Exploration

Adolescents are adventurous and curious and need opportunities to engage in a variety of activities that will broaden their views of the world and of themselves. Exploration will be integrated through science, the arts, athletics, field experiences and more.



## Connections Across the Curriculum

Experiences, studies and units designed to integrate reading, writing, speaking and listening skills will help students see how concepts and skills are applicable in their daily lives.

	Phasing Structure	Implications
<p><b>Option 1: Grow MS 1 Grade/Year with co- locations at MS</b></p>	<p><b>SY24-25:</b></p> <ul style="list-style-type: none"> <li>● New 6th Grades co-located with existing 7-8</li> <li>● K-8s convert to K-5, 7-8</li> <li>● K-6s convert to K-5s</li> </ul> <p><b>SY25-26:</b></p> <ul style="list-style-type: none"> <li>● New 6th and 7th Grades co-located with existing 8</li> <li>● K-8s convert to K-5, 8</li> </ul> <p><b>SY25-26:</b></p> <ul style="list-style-type: none"> <li>● New 6-8, no co-location</li> <li>● K-8s convert to K-5</li> </ul>	<ol style="list-style-type: none"> <li>1. All MS buildings (other than Broad Ripple and Howe) would have co-located buildings for multiple years with multiple administrations running different programs</li> <li>2. K-5, 8 structure would lead to an increase in the number of staff required, specifically in co-located programs, while also maintaining status quo staffing needs in the unphased school locations OR middle schools would not receive the enhanced student experience during phasing</li> </ol>

	Phasing Structure	Implications
<p><b>Option 2: Grow MS 1 Grade/Year with existing MS relocated to closing buildings</b></p>	<p>SY23-24:</p> <ul style="list-style-type: none"> <li>● No new 7th grade students at Arlington, Northwest, Longfellow or Harshman</li> <li>● New 7th grade students at Brandes 65, Torrence 83, Buck 94 and Bellamy 102</li> </ul> <p>SY24-25:</p> <ul style="list-style-type: none"> <li>● 6th grade students at Broad Ripple, Northwest, Longfellow, Howe, Penn, Arlington</li> <li>● 7th and 8th grade students at Brandes 65, Torrence 83, Buck 94 and Bellamy 102</li> <li>● K-8s convert to K-5, 7-8</li> <li>● K-6s convert to K-5</li> </ul> <p>SY25-26:</p> <ul style="list-style-type: none"> <li>● 6th and 7th grade students at Broad Ripple, Northwest, Longfellow, Howe, Penn, Arlington</li> <li>● 8th grade students at Brandes 65, Torrence 83, Buck 94 and Bellamy 102</li> <li>● K-8s convert to K-5, 8</li> </ul> <p>SY25-26:</p> <ul style="list-style-type: none"> <li>● 6-8 students at Broad Ripple, Northwest, Longfellow, Howe, Penn, Arlington</li> <li>● No students at Brandes 65, Torrence 83, Buck 94 and Bellamy 102</li> <li>● K-8s convert to K-5</li> </ul>	<ol style="list-style-type: none"> <li>1. IPS would need to open and staff 4 new middle schools in SY23-24 and run for only three years</li> <li>2. All middle schools would operate significantly below scale until SY26-27</li> <li>3. Short-term nature of the positions in these schools lessens the attractiveness of the position to applicants, creating a “hard to fill” perception, while also straining operational resources to hire staff in other district locations.</li> </ol>

	Phasing Structure	Implications
<p><b>Option 3: Phase Some K-8 Schools and Reconfigure Others</b></p>	<p><b>SY24-25:</b></p> <ul style="list-style-type: none"> <li>● Launch new IB, STEM, Dual Language and High Ability MSs</li> <li>● Change K-6 schools to K-5 schools</li> <li>● Change grade configuration for some K-8 schools to K-5</li> <li>● Keep some schools as K-8</li> </ul> <p><b>SY25-26 or SY26-27:</b></p> <ul style="list-style-type: none"> <li>● Change grade configuration for remaining K-8 schools</li> </ul>	<ol style="list-style-type: none"> <li>1. Middle Schools in SY24-25 would operate below scale while some K-8s continued to exist</li> <li>2. Creates unfair/arbitrary process for determining which K-8s reconfigure in SY24-25 and which reconfigure in SY26-27</li> </ol>

*my*IPS

