

1003g SIG Models and Part 6 of SY 2016-2017 Grant Guidance

Schools applying for 1003(g) for SY 2016-2017 MUST choose one of the following models below: Transformation, Turnaround, Early Learning, Whole School Reform, Restart, or Closure. The school's model selection must be written within the grant in **Part 6** of the application under **Required Elements**. All Indiana Conditions and model requirements must be addressed.

Required Elements

Indiana Conditions – Required Elements for ALL School Models

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| <ul style="list-style-type: none">• A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant• Providing the principal with a mentor• LEA must provide the principal:<ul style="list-style-type: none">• control over people, time, program, and dollars• an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner | <ul style="list-style-type: none">• LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s):<ul style="list-style-type: none">• Defined district role in the school SIG planning process• Designated Central Office staff member to be part of the SIG process• Written support and commitment from Local Teacher's Association regarding flexibility for SIG implementation• Monthly Monitoring of SIG Programming and Implementation• Evaluation System for Programming and Implementation of SIG• Data Review Plan• Special Populations Review Plan• Fiscal Monitoring Plan• Timeline and Responsible Parties for all above plans |
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Individual Model Required Elements					
Transformation Model	Turnaround Model	Early Learning Model	Whole-School Reform Model	Restart Model	Closure Model
<ul style="list-style-type: none"> replacement of the principal redesign of the current leadership structure in the building use of a teacher evaluation system which takes student growth into account as a significant factor providing staff with financial incentives & opportunities for leadership development increased learning time for students and staff Additionally, the Transformation Model has options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support 	<ul style="list-style-type: none"> replacement of the principal and 51% of the current staff redesign school leadership structure to provide appropriate operational flexibility use of a teacher evaluation system which takes student growth into account as a significant factor providing staff with financial incentives and opportunities for leadership development increased learning time for students and staff Additionally, the Turnaround Model has options for implementation around job embedded PD; comprehensive instructional reform strategies; using data; providing appropriate social-emotional and community-oriented services and supports for students; and providing operational flexibility and sustained support. 	<ul style="list-style-type: none"> replacement of the principal principal professional development in early learning HQ staff – licensed teachers with BA in early childhood education or related field with State-approved pathway use of a teacher evaluation system which takes student growth into account as a significant factor increased learning time for staff; a child-to-instructional staff ration of no more than 10 to 1 class sizes: no more than 20 full-day programming An age- and developmentally-appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness Development of a kindergarten transition protocol & regularly share with parents & families Teachers intentionally & regularly communicate learning objectives to families which are aligned to IN Early Learning Foundations – via newsletters, parent events, etc. Additionally, the Early Learning Model has options for implementation around developing and increasing teacher & school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support. 	<ul style="list-style-type: none"> implementation of a USED approved model partnership with a reform model developer replacement of the principal redesign of the current leadership structure in the building addressing teaching and learning in at least one full academic area (including PD for educators) Additionally, the Whole-School Reform Model has options for implementation around comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility & sustained support. 	<p>In making the determination, the LEA must consider the extent to which the schools currently being operated or managed by the selected charter school operator, CMO, or EMO have provided strong results over the past three years (or over the life of a school if less than three years) including:</p> <ul style="list-style-type: none"> Significant improvement in academic achievement for all groups of students Success in closing achievement gaps for all groups of students High school graduation rates, where applicable No significant compliance issues, including the areas of civil rights, financial management, and student safety <p>A restart model MUST enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>Restart would be funded for up to five years. SY 2016-2017 must be the planning year.</p>	<p>School closure would be funded for the planning year in SY 2016-2017.</p> <p>Funding Possibilities could include, but is not limited to:</p> <ul style="list-style-type: none"> Parent and community outreach Expansion of programming at schools within LEA that will be taking on students Closure of building