



Indiana Department of Education
 Glenda Ritz, NBCT
 Indiana Superintendent of Public Instruction

**Title I – 1003(g) School Improvement Grant
 2014-2015 School Year Grant Application**

LEAs must submit an application for EACH school applying for 1003(g).

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Kokomo School Corporation	Corp #	3500
School	Pettit Park Elementary School	School #	2993
Superintendent Name	Dr. Jeff Hauswald	Email	jhauswald@kokomo.k12.in.us
Title I Administrator Name	Dr. Dorothea Irwin	Email	dirwin@kokomo.k12.in.us
Principal	Mrs. Tenicia Helmberger	Email	thelmberger@kokomo.k12.in.us
Mailing Address	901 W. Havens	City	Kokomo
		Zip Cod	46901
Telephone	765-454-7075	Fax	765-454-7078
Total Funding Authorization			

Application Type

Select one of the following options:

- Turnaround
- Transformation
- Restart
- Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature:  Date: 3.31.14

Title I Administrator Signature:  Date: 3.31.14

Principal Signature:  Date: 3/31/14

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Dorothea Irwin	Director of Title I
Mrs. Teni Helmberger	Principal
Mrs. Carol Lutz	District Instructional Coach
Mrs. Kathi Hoover	Assistant Coordinator of Title I
Mrs. Stacey Will	Classroom Teacher
Ms. Erica Edgar	Classroom Teacher
Mrs. Kelly Wright	Instructional and Technology Coach
Mrs. Heather McAninch	Classroom Teacher

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
All Students	46%	58	HIGH – the number not passing is significant in comparison with the district and the state rate. 5 th grade students have experienced high teacher turnover within the year for two consecutive years.	60%	65%	70%
Special Education	80%	16	HIGH – the number of the Special Ed population is significant.	30%	40%	50%
Male	58%	38	HIGH – the number of males not passing is higher than overall students. Males often have a stronger dislike of reading.	50%	55%	60%
Female	33%	20	MEDIUM – the number not passing is significant but lower than the school's rate.	69%	71%	73%
Paid	10%	1	LOW – the number of paid students not passing is significantly lower than the school's rate.	93%	96%	100%
Free or Reduced	49%	55	HIGH – the number of free and reduced students is the highest in the district at 92.3%. The basic reading level is below grade level. The lack of background	55%	60%	65%

			knowledge contributes to the low achievement levels.			
White	45%	40	HIGH – this subgroup consists of a high percentage of poverty students who come to school with a lack of background knowledge.	60%	65%	70%
American Indian	Not available	Not available	LOW - Number of students is too small to be counted in subgroup data.			
Black	Not available	Not available	LOW - Number of students is too small to be counted in subgroup data.			
Hispanic	Not available	Not available	LOW - Number of students is too small to be counted in subgroup data,			
Multiracial	Not available	Not available	LOW - Number of students is too small to be counted in subgroup data.			

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
All Students	48%	60	HIGH – the number not passing is significant in comparison with the district and the state rate. Because these students have reading levels that are below grade level, math becomes more difficult because they are unable to read the information given in a problem. 5 th grade students have experienced high	55%	60%	65%

			teacher turnover within the year for two consecutive years.			
Special Education	65%	13	HIGH – the number of the Special Ed population is significant.	40%	45%	50%
Male	47%	30	HIGH – the number of males mirrors the school's rate. Because these students have reading levels that are below grade level, math becomes more difficult because they are unable to read the information given in a problem.	57%	61%	65%
Female	50%	30	MEDIUM the number of females mirrors the school's rate.	55%	60%	65%
Paid	30%	3	MEDIUM – the number of paid students not passing is significantly lower than the school's rate.	73%	76%	79%
Free or Reduced	49%	55	HIGH – the number of free and reduced students is the highest in the district at 92.3%. Because these students have reading levels that are below grade level, math becomes more difficult because they are unable to read the information given in a problem.	55%	60%	65%
White	45%	40	HIGH – this subgroup consists of a high percentage of poverty students	60%	65%	70%
American Indian	Not available	Not available				
Black	Not available	Not available				
Hispanic	Not available	Not available				
Multiracial	Not available	Not available				

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	72,000	72,000	1. Instructional time is often not spent effectively or efficiently.
2. Dropout rate*	NA	NA	NA
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95%	96%	1. Attendance does not appear to be affecting student achievement.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	NA	NA	NA
5. Number of students completing dual enrollment classes	NA	NA	NA
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	NA	NA	NA
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	BAS SS for 2 nd & 3 rd grades only	1. AS – additional teacher to work with 21 st Century learning grant 2. BS – Before School Homework club 3. SS for grades 2 nd - 5 th grades 4. OTH – Acuity Lab for students in need of remediation	1. AS – This is the 1 st year participating in a 21 st Century Learning grant program. 30 students presently participate in grades 2-5. An additional teacher would be hired through this grant to enable more students to participate. 2. In the past, students have eagerly participated in after school tutoring. With a new after school program in place this year, a Breakfast Bunch before-school tutoring will be offered. 3. Data from 3 rd grade accountability scores (I-READ) increased dramatically (from 49% passing in spring to 88% passing rate) after participation in the 2013 summer school session, which explicitly focused on

			<p>phonics and comprehension. A 4 week program will be offered in conjunction with Kokomo School's existing summer school program.</p> <p>4. There is a need for an intentional and deliberate remediation plan and an Acuity lab will accommodate this need.</p>
8. Discipline incidents*	68	Reduce the number of discipline incidents by 25%	<p>1. There is a higher incident rate per student for multi-racial, Special Ed –IEP, & male subgroups.</p> <p>2. Presently the number of student discipline incidents indicate that students may be out of the classroom more than desired. Reducing the number of discipline incidents should increase the amount of time that students are in class and engaged in classroom activities.</p>
9. Truants (# of unduplicated students, enter as a whole number)	0	0	NA
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	IN=0 IMP=2 EF=14 HEF=2	IN=0 IMP=0 EF=12 HEF=6	<p>1. 74% of teachers at Pettit Park are new to the building during the last 2 years.</p> <p>2. Of the 14 teachers new to the building, 57% are first or second year teachers.</p> <p>3. The principal will benefit from additional training in the use of the teacher evaluation instrument.</p>
11. Teacher attendance rate	95% to date	96%	<p>1. Teachers are, on the average, out of the classroom 7.25 days to date.</p> <p>2. Qualified substitutes are not available when teachers are absent</p>

			and covering classrooms effectively has become a critical problem.
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For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	<ol style="list-style-type: none"> 1. Because the Pettit Park staff has been in transition during the last 2 years, many of the teachers have not had the opportunity to partake in professional development on effective reading and math instruction. This has impacted their ability to deliver sound research based instruction, to analyze data to inform instruction, and to differentiate instruction. In addition, the group of students who are in 5th grade have experienced a high turnover rate of teachers within the school year for two consecutive years. 2. Test scores indicate that a high number of students at Pettit Park are not passing ELA or Math. In addition, the overall low growth of students in all categories in both ELA and Math is alarming. On the school report card, the school lost a point on overall low growth in math. Pettit Park had 0 points in ELA and -1 in Math. 3. New standards will be implemented in the 2014-15 school year and changes in the curriculum will be needed. Deeper understanding on the part of the teacher will be necessary to implement these standards. Curriculum needs to be well articulated and aligned to the new Indiana College and Career Readiness standards and assessments should be aligned with the curriculum. More explicit pacing guides are needed to direct the instruction. 4. Because of the diverse needs of the students as indicated on ISTEP data, training is needed on differentiating instruction. 5. A new 1 to 1 Technology initiative was initiated in 2012-13, which changed the focus of the professional development. In addition, the instructional coach took on an additional role as a technology coach, which decreased the amount of professional development in literacy and math. 6. Walkthroughs in classrooms indicate a need for more independent reading materials with a focus on informational texts and a need for mentor text for comprehension and writing. 7. An inventory of the Pettit Park bookroom materials indicates that updating is needed due to years of usage and a need for high quality, high interest books. 8. Summer school is presently only offered for grades 2 and 3. Summer school intervention is needed for grades 2-5.
Justification for Selected Interventions	<p>In order to ensure fidelity to the transformation principles, the following interventions have been selected:</p> <ol style="list-style-type: none"> 1. The selected interventions will provide a clear and concise professional development plan for the staff that will promote a positive classroom environment and instructional practices in both English/Language Arts and Math that are necessary for success. An external provider of School Improvement Practices, Leadership and Learning, will provide a supportive, organized, and accountable method focusing on adult actions that positively impact student performance. 2. The selected interventions will provide professional development training that will promote a positive classroom environment and instructional practices in both English/Language Arts and Math that are necessary for success. The external provider of School Improvement Practices and the literacy coach will provide a supportive, organized, and accountable method focusing on adult actions that positively impact student performance. In addition, an Acuity Lab will be established with deliberate instruction focused upon the needs indicated by the analysis of the Acuity data. 3. Professional development on the new Indiana College and Career Readiness Standards will be crucial. This professional development will be delivered through job embedded professional development provided by the instructional coach and by the external providers selected.

	<p>External providers will work with the instructional coach, the leadership team, and teachers to articulate the curriculum and to design assessments to align with the new Indiana standards and the district curriculum. External providers will support the instructional coach with in-house coaching 45 days per year.</p> <ol style="list-style-type: none"> 4. During the 2011-2012 and the 2012-2013, teacher leaders were trained in the Universal Design for Differentiated Instruction (UDDI) model. Two units of study using the UDDI template were written at Pettit Park for each grade level. Additional unit planning needs to occur as part of this grant to greater facilitate differentiation. 5. Through this grant, an additional instructional coach will be hired to facilitate the quality of the instructional coaching position. In addition, a full-time technology support technician is needed in the building full-time. 6. According to Richard Allington's (2000) and Stephen Krashen's (2004) research on effective reading practices, time spent reading independently increases student achievement. To encourage more independent reading, the quality of the classroom libraries must be improved to provide engaging, high interest texts. To enhance effective reading and writing instruction, high quality mentor texts are needed to model comprehension, higher level thinking, and writing strategies. 7. Availability of high quality leveled texts for small group reading is crucial in the implementation of a comprehensive literacy program. 8. IREAD scores for grade 3 students who attended summer school increased from 49% passing to 88% passing. This indicates that the summer program improves student achievement. Low test scores indicate that a summer program would benefit students in grades 2-5.
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School Leadership	
LEA analysis	<ol style="list-style-type: none"> 1. Because the principal is new in this administrative position, support is needed for her to implement a strong school improvement model. 2. Building a strong leadership team as a support system for the principal is needed to enable necessary improvement in the school's infrastructure. 3. In reviewing the outcome of the teacher effectiveness rating on the 2012-13 school year, it is evident that the principal needs additional training on interpretation and use of the teacher evaluation instrument.
Justification for Selected Interventions	<p>In order to ensure fidelity to the transformation principles, the following interventions have been selected:</p> <ol style="list-style-type: none"> 1. Focused on supporting the principal, a School Improvement Coach will be on site once monthly. 2. The selected interventions provided will provide a systemic, three year plan to build strong data teams and team leaders who will assist the principal in the leadership responsibilities. This team will focus on student data, goals, best instructional practices, along with implementing and monitoring interventions. 3. A consultant, Mike Langevin of Equitable Solutions, will be contracted to provide training on the use of the new district teacher evaluation instrument for administrators and staff. He will conduct classroom walkthrough, followed by work with the principal on how to analyze the data gathered in the walkthroughs and effective conferences with teachers.

School Infrastructure

<p>LEA analysis</p>	<ol style="list-style-type: none"> 1. Instructional time is not used efficiently and effectively. 2. Because the needs of the students are so great, extended learning time is needed for the students at Pettit Park. 3. Curriculum must be more explicitly defined. Curriculum units will be posted on the district's web-based framework. 4. The instructional coach took on an additional role as a technology coach, which decreased the amount of professional development in literacy and math. 5. Current workload of the principal and instructional staff indicates that it will be a hardship to administer and monitor the grant activities. 6. A lack of qualified and available staffing and qualified substitutes hinder collaboration and professional development. 7. Pettit Park struggles with their parent involvement program when the focus is on curriculum or instruction. The addition of a parent involvement paraprofessional would enable increased time and personnel to plan and carry out higher quality activities and increased opportunities for parent support.
<p>Justification for Selected Interventions</p>	<p>In order to ensure fidelity to the transformation principles, the following interventions have been selected:</p> <ol style="list-style-type: none"> 1. The external provider will provide on-site coaching to assist teachers in making better use of their time. 2. Extended learning time will be provided through the after school program, before school Breakfast Bunch tutoring, an expanded summer school program, and the Acuity Lab, including a certified teacher and a virtual learning paraprofessional . 3. The external provider will provide on-site coaching for teachers and the leadership team to align the curriculum. 4. A new design of the instructional coach responsibilities will be initiated to promote job-embedded coaching and professional development with the staff. This will necessitate hiring a highly qualified literacy coach to deliver intensive literacy instruction and coaching. Intensive math instruction and coaching will be contracted by an outside consultant. 5. It will be necessary to contract a part-time SIG coordinator who will administer and monitor the implementation and the fiscal responsibilities of the grant. 6. Scheduled substitutes and stipends for after school work will provide a seamless transition when teachers need to be available for collaboration and job-embedded professional development. 7. Parent involvement programs will be planned to have a greater focus on teaching parents ways to help their students at home, particularly with the technology emphasis. A parent involvement paraprofessional would be able to offer increased opportunities for parents to become involved by offering a variety of activities and meeting times.

Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

- Turnaround
 Transformation
 Restart
 Closure

Instructions: Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.

Data indicates that a significantly high number of students do not pass ISTEP in English/Language Arts (46%) or Math (48%).

1. Root cause analysis indicated that the staff at Pettit has been in transition due to program opportunities within the school district. 74% of teachers at Pettit Park are new to the building during the last 2 years. Of the 14 teachers new to the building, 57% are first or second year teachers. Due to staff changes, the teachers new to Pettit Park have not had the opportunity to partake in professional development on effective reading and math instruction. This impacted their ability to provide sound research based instruction resulting in the absence of consistent, effective instruction, use of data to inform instruction, differentiated instruction, and to use time efficiently and effectively. One of the Transformation Model principles is to *provide high quality, job-embedded professional development*. This principle address the finding that indicates a need for professional development. The findings and analysis also indicate a need for interventions that correspond to the Transformation Model principle, *use data to implement an aligned instructional program* and *promote the use of data to inform and differentiate instruction*.
2. In addition to the new staff, the leadership was filled with a first year administrator for whom the data and the self-assessment indicated that she is in need of leadership support. The Transformation Model principle, *LEA and SEA supports school with ongoing, intensive technical assistance and support*.
3. The findings indicate that there is a need for a more well-articulated curriculum that aligns with the new Indiana College and Career Readiness Standards. The Transformation Model principle, *provide high quality, job-embedded professional development*, will be addressed through the resources provided with this grant.
4. The Transformation Model principle that encourages *rewarding school leaders, teachers, and staff who, in implementing this model, increased student achievement or high graduation rates* correspondences to the need for more effective instruction and curriculum based on researched based practices.
5. A finding that affects the delivery of professional development is that the district does not have enough substitute teachers to accommodate professional development. The Transformation Model principle of *providing high quality, job-embedded professional development, give the school sufficient operational flexibility, and promote the use of data to inform and differentiated instruction*.
6. One of the Transformation Model principles, *provide mechanisms for family and community engagement*, will be addressed when planning more intensive parent education within the family activities that occur monthly.
7. A new design of the instructional coach responsibilities will ensure that the teachers are provided with ongoing coaching and professional development focusing on best practices in literacy.

Describe how the model will create teacher, principal, and student change.

1. Transformation Model principles state that the *LEA and SEA supports the school with ongoing intensive technical assistance and support*. With this model the principal will be given support by the LEA and the external providers to strengthen the leadership position. Training for the principal on the use of the teacher evaluation instrument will also strengthen the staff.
2. *Providing high quality, job-embedded professional development and promoting the use of data to inform differentiated instruction* is a major goal in this grant. High teacher turnover has contributed to an above average number of inexperienced staff members who are in need of a better understanding of strategies and curriculum that increase student achievement. The amount of job-embedded PD in this model will create change in teachers' instructional practices and a deeper understanding of research-based practices and curriculum. Stipends will be paid to staff members when attending professional development activities or collaboration. The payment of these stipends should increase participation in out of school time. In addition, hiring permanent substitute personnel for Pettit Park will increase participation in professional development during school time. Establishing these procedures that encourages additional professional growth aligns with the transformation model principles and will create teacher and student change.

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.</p>	X		<p>Total proposed investments by external providers have been submitted for this grant, and costs of materials and supplies have been researched. Reasonable allocations of funds for extended learning time have been included. These expenditures have been included in the budget and are sufficient to fund the grant activities during the three year period.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model.</p> <p><i>Turnaround and Transformation models</i></p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	X		<p>The LEA and the administrative staff are committed to hiring highly qualified teachers as openings occur at Pettit Park School. Transfer procedures are in place in the corporation and teachers within the corporation who apply to teach at Pettit Park would be involved in an interview process and selection is based on the most qualified internal and external candidate, not seniority. Administrative staff members have demonstrated an excellent track record in the administration of present and previous years' grants, such as Comprehensive School Reform and 21st Century Learning grants.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		<p>The School board is fully committed to eliminating barriers to allow for full implementation of the School Improvement Partnership. School board minutes from the March work session and assurances are included.</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> 	X		<p>The Superintendent is fully committed to eliminating barriers to allow for full implementation of the School Improvement model. School board minutes and assurances are included.</p>

<ul style="list-style-type: none"> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	X		<p>The LEA met with the teachers' union president and the principal met with the building level union representative. The Teacher Union Assurance is included in this grant application. There are no amendments to the teacher contract at this time.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	X		<p>Kokomo School Corporation presently has a process in place to select the staff for each building. A detailed and descriptive interview and hiring process is well articulated by the district leadership and the teacher's union. There is also a well-articulated process for creating new positions. Documents describing these policies are included appendix.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development Calendar</i> • <i>Curriculum and Assessment Calendar</i> • <i>Parent Requirements</i> • <i>Monitoring and Evaluation System</i> • <i>Support Process</i> • <i>Data Review</i> • <i>Special Population Review</i> 	X		<p>Some current administrators, instructional coaches, and teachers who will be involved in this grant were staff members when several Kokomo School Corporation schools, including Pettit Park, were awarded Comprehensive School Reform grants. These staff members are familiar with working within grant requirements and implementation plans. Implementation of the grant requirements including professional development plans, curriculum and assessment, parent and family activities, and plans for data review are outlined in a grant activity calendar in the appendix. An employee of the school district business office is currently responsible for monitoring grants that the</p>

<ul style="list-style-type: none"> • <i>Fiscal Monitoring</i> 			district has received. This employee will also monitor all of the SIG expenditures.
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Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
<p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p>	X		<p>Leadership and Learning consultants were interviewed by the LEA to determine that their company will be able to deliver the services that are necessary to fulfill the grant requirements. Mike Langevin, of Equitable Solutions, is a current external provider of services in analyzing student data and teacher effectiveness for our schools. Center for Education and Lifelong Learning (CELL) consultants are past providers of training and will be the external provider of technical assistance and training in Schoolwide Positive Behavior Instruction Support (PBIS) & Universal Design for Differentiated Instruction. Two highly effective certified teachers who previously taught for Kokomo Schools and are now consultants and will be contracted to deliver math coaching. We feel certain that these providers do have the experience and expertise to deliver the necessary services to Pettit Park and to ensure quality and efficiency in those services.</p>
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	X		<p>Selection of the external providers was deliberate in that we sought out providers who were capable of providing services within the present focus of the school, which is a one to one technology school. The external providers have made a commitment to deliver services based on an agreed upon timeline.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	X		<p>The selection of the external providers is within the existing capacity of the LEA and staff resources available. The LEA has investigated the past services of the external providers and feels confident that they are capable of providing the time and resources needed. The LEA and the instructional coach will serve as the liaison between the staff and the external provider so that the existing capacity is best utilized. The professional development supplied by the external providers will be delivered in a timely manner, utilizing summer professional development and in-school and out-of-school time.</p>

<p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.</p>		<p>The LEA and Administrative Staff assess the services of the external providers including monitoring the in-school presence, the records and reports of progress, and the effectiveness of the external providers' services. Exit slips and reflections by staff members will assist in evaluating the effectiveness of the services. The LEA, Assistant Superintendent, and the principal will review the services.</p>
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Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.