

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		Schools have the autonomy to leverage all financial resources (i.e., local, state, and federal) to ensure that full support and implementation of the intervention for three consecutive years.
<p>2. The LEA and administrative staff has 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"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	x		The Gary Community School Corporation supports all necessary policies, practices, and procedures needed to ensure timely and successful implementation of the School Improvement Model.
<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"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • 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 	x		The Gary Community School Corporation Board of Trustee will grant newly awarded SIG 1003(g) the same flexibility with policies, practices, and procedures for full implementation of the selected model.
<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"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion 	x		The GCSC Superintendent is fully committed to ensuring that all newly SIG 1003(g) have the flexibility and autonomy to operate all essential components of the intervention model. District and building administrators will be informed through multiple communications to all significant and successful systemic changes over the three years. Dr. Pruitt supports and encourages innovative instruction and inclusion for all students in the district.

<ul style="list-style-type: none"> • Superintendent SIG Presentation • 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 			
<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"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 	x		<p>The local teacher's union president has been informed and an integral stakeholder within the intent to apply process. The union is fully committed to eliminating barriers to allow for full implementation of the model, not limited to teacher evaluations, hiring, and extended instructional days.</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"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies and procedures ○ Staff recruitment, placement, and retention procedures 	x		<p>The GCSC has a robust process in place to select all staff for SIG 1003(g) schools. The district works with each school on a case-by-case basis to ensure that staff transfers, recruitment placement, and retention procedures are current and appropriate. The Human Resource Department, Teacher Union, Federal Grants Administrator, and SIG 1003(g) Principals meet to ensure that all policies are administered.</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"> • Professional Development Calendar • Curriculum and Assessment Calendar • Parent Requirements • Monitoring and Evaluation System • Support Process • Data Review • Special Population Review • Fiscal Monitoring 	x		<p>District staff has a consistent process for continuous monitoring and supporting the implementation of the selected improvement model. The SIG Manager, Grant Director, and building principal meet bi-weekly for status reports and program monitoring updates. Monthly program effectiveness reports are required by all staff paid from the grant. Professional development opportunities are supported with curriculum and academic assessments. Fiscal monitoring of all proposed expenditures are required for verification and justification.</p>

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>			
(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;	x		The GCSC has interviewed and analyzed various external providers to determine evidence-based effectiveness, experience, expertise, and documentation to ensure building wide changes
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	x		Scholastic has a proven track records with working with Comprehensive School Improvement 1003(g) Schools. Therefore, timely and effective implementation and the ability to adequately address the school's needs is paramount. A solid literacy with comprehensively addressing the needs of all students will better enable the school and Scholastic to make the critical systemic changes that are needed desperately needed for student achievement.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	x		Scholastic and the International Center for Leadership (ICLE) will provide schoolwide comprehensive improvement for all staff, parents, and students.
(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.	x		The GCSC has worked with Scholastic and ICLE in reference to assessing the readiness for school improvement model. The ongoing progress monitoring of records with building administrators, staff, and students increases achievement. The weekly status meeting administered through various modes of communications assures timely and meaningful dialogue with the provider and school. Scholastic provided a gap analysis for the school to properly identify the gaps within the various eight highly effective principles in the school.

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.