



# 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 1: Grantee Information

#### Applicant Information

<b>School Corporation/ Eligible Entity</b>	Wawasee Community School Corporation	<b>Corp #</b>	4345		
<b>School</b>	Wawasee Middle School	<b>School #</b>	3630		
<b>Superintendent Name</b>	Dr. Thomas Edington	<b>Email</b>	tedington@wawasee.k12.in.us		
<b>Title I Administrator Name</b>	Joy Goshert Diana Parker	<b>Email</b>	jgoshert@wawasee.k12.in.us dparker@wawasee.k12.in.us		
<b>Principal</b>	Susan Mishler	<b>Email</b>	smishler@wawasee.k12.in.us		
<b>Mailing Address</b>	9850 N. State Road 13	<b>City</b>	Syracuse	<b>Zip Code</b>	46567
<b>Telephone</b>	w: (574) 457-8839 c: (574) 529-0654	<b>Fax</b>	(574) 457-3575		
<b>Total Funding Authorization</b>					

#### Application Type

Select one of the following options:

Turnaround

Transformation

Restart

Closure

#### Important Dates

<b>Application Release</b>	Release application and guidance to LEAs	March 1, 2014
<b>Technical Assistance Training</b>	Offer technical assistance training to eligible Priority schools	March 20, 2014
<b>Application Due</b>	LEA application must be submitted to IDOE	April 1, 2014
<b>Notification</b>	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
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**Part 2: LEA and School Assurances and Waivers**

X 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.

X 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

X 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

X 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

X 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

X 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

X 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

X Report to the SEA the school-level data required under leading indicators for the final requirements

X The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.

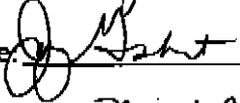
X This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

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: 3-30-2014

Title I Administrator Signature:  Date: 3/30/2014

Principal Signature: Susan Mishler Date: 3-30-14

**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. Thomas Edington	Superintendent
Mrs. Joy Goshert	Director of Curriculum
Mrs. Susan Mishler	Wawasee Middle School Principal
Mr. Shawn Johnson	Wawasee Middle School Assistant Principal
Mr. Ryan Edgar	Math Instructor/Robotics Teacher
Mrs. Rebecca Nguyen	English Teacher
Mrs. Diana Parker	Supervisor of Title I
Mrs. Wendy Hite	Director Of Special Education

**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Initial Grant Discussion for WMS	3/10/14	0	0	1	0	3	0	Initial Grant conversation
School Board Acknowledgment of Grant	3/11/14			1	5	4		Acknowledgement of WMS applying for grant
Full day Professional Development	3/18/14		2	2		1		Writing Grant
Meeting w/IDOE staff for technical assistance	3/20/14			1		1		Clarification on grant application Q & A
Smart Start w/Staff Faculty Meeting	3/26/14 3/31/14		40	2				Discussed Grant requests w/staff
Parent Meeting	3/31/14	1		1				Reviewed the connection between the SIP/SAP/SIG
Communication w/WCEA (Union President)	3/28/14		2					Full Participation Letter Agreement

**Part 3: Schools to be Served by LEA**

<b>Schools to be Served by LEA</b>				
		<p align="center"><b>Based on the "School Needs Assessment" tool, the LEA has determined this model for the school.</b></p>		
<b>School Name</b>	<b>Grade Span</b>	<b>Priority School Y/N</b>	<b>Selected Model</b>	<b>No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School</b>
Wawasee Middle School	6-8	Y	Transformation	

### 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
Overall Performance	35%	158	High	70% Passing	75% Passing	80% Passing
Free/Reduced Lunch	47%	87	High	56% Passing	59% Passing	62% Passing
Overall Group w/Low Growth	59.3%	187	High	39.8% with Low Growth	35% with Low Growth	30% with Low Growth
Special Education	69%	54	High	35% Passing	40% Passing	45% Passing
Limited English Proficient	42%	8	Low	61% Passing	64% Passing	67% Passing

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
Overall Group w/Low Growth	51.8%	222	High	42.4% with Low Growth	38% with Low Growth	33% with Low Growth

Overall Performance	14%	73	High	87.5% Passing	89% Passing	90.5% Passing
Free/Reduced Lunch	22%	41	High	80% Passing	82% Passing	84% Passing
Special Education	29%	23	High	73% Passing	75% Passing	77% Passing
Limited English Proficient	32%	6	Low	70% Passing	72% Passing	74% Passing

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	76,877 min. (2 waived days)	77,757 (2 days added back in)	State requires 64,800 minutes at middle school. The school is already over the required minutes. Looking at the actual structure of the school day is more important than adding minutes to the day.
2. Dropout rate*	N/A	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.39%	97.5%	PBIS incentives will be considered.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	All Advanced E/LA & Math: 36% ONLY Math HS Credit: 22%	All Advanced E/LA & Math: 38% ONLY Math HS Credit: 24%	High Ability students have opportunity to excel in Math and English/Language Arts. Incorporating Robotics/Project Lead the Way will help some excel in other areas.
5. Number of students completing dual enrollment classes	N/A	N/A	N/A
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.)	N/A	N/A	N/A
7. Types of increased learning time offered LSY- Longer School Year	BAS	BAS SS	SS item for 2014-15 pending grant approval.

LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other			
8. Discipline incidents*	410 (office referrals ONLY)	350 (Office referrals ONLY)	Focus of School Wide Discipline Plan
9. Truants (# of unduplicated students, enter as a whole number)	7	Less than 10	Truancy is not a key problem for the school.
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].)	-2012-13 Data- 97.1% Effective 2.9% Highly Effective	Because of new administration and second year of evaluation tool, the 2013-2014 data will really be the baseline data.	2012-13 school year was first year for new evaluation tool. Administrative team has changed. Informal observations have increased .
11. Teacher attendance rate (as of 3/18/14)	95.9% 94.4% when including professional days	96.5% 95.5% when including professional days	PBIS incentives to be considered.

**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.**

<b>LEA analysis</b>	<p>-It has been difficult to align instruction to both CCSS and Indiana State Standards assessed on ISTEP. Textbooks were adopted that align with common core standards, but did not cover Indiana State Standards. Our teachers have worked on implementing the Indiana standards within the curriculum, but found it difficult to cover everything before the students are assessed on it.</p> <p>-We have not implemented intense intervention plans with fidelity for students not meeting learning target expectations. Focus of intervention has been conducted during Advisory/Homeroom time period. With additional focus of activities for this time period, the intervention program was not implemented on an intentional and regular fashion.</p> <p>-We have not recently aligned curriculum horizontally or vertically with other teachers in our building. Our mastery process using data has not been implemented with fidelity. Intensity</p>
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	<p>of instruction has not been uniform.</p> <p>-Classroom lesson plans have not consistently been uniform in containing the key components of a solid lesson, including using every class moment to the fullest. Teacher lesson plans do not consistently have class period student learning objectives, assessment of student learning objectives prior to the end of class period, nor link between daily student learning objectives and unit objectives. We are continuously working to create more engaging lessons in order to provide students of all learning levels higher engagement.</p>
<p><b>Justification for Selected Interventions</b></p>	<p>-Implement ELA and Math Lab Remediation program (Academic Support) to provide additional learning time for students addressing specific needs.</p> <p>-Professional Development activities will focus on collaboration between subject matter teachers.</p> <p>-Eric Jensen's academic brain-based strategies for student achievement program will allow our staff to develop engaging instruction and address socio-economic differences, since our Free and Reduced Status % has increased over the last few years. We feel that Eric Jensen will provide WMS staff the professional development needed to help create a shift in mindset in how we look at all students as learners. In an initial conference call with Eric Jensen, we know he will customize his professional development to fit the needs of the school. He is not interested in helping the school reach a C grade; he wants to help the school reach an A grade!</p> <p>-Instructional coaches will provide our teachers the resources and day to day training to take their lessons to the next level. Coaches will assist in classroom structure, classroom intervention, classroom management, lesson planning, and curriculum design and updates. Over time, all teachers will be able to sustain the new learning and strategies for their classroom.</p>

<p><b>LEA Analysis</b></p>	<p>-Wawasee Middle School has not seen significant improvement in student learning as measured by ISTEP+.</p> <p>-Data analysis concerning student performance in classroom and standardized testing results, has not been implemented with fidelity. There is no uniform plan in place to utilize and examine student performance data in an intentional and regular basis across the school.</p> <p>-Classroom lesson plans have not consistently been uniform in containing the key components of a solid lesson, including using every class moment to the fullest. Teacher lesson plans do not consistently have class period student learning objectives, assessment of student learning objectives prior to the end of class period, nor link between daily student learning objectives and unit objectives.</p> <p>-Data from administrative walk-throughs has been extremely beneficial to provide support to our teachers. Due to only 2 administrators, time has been a factor to be able to do this on a regular basis. Currently, we have a Student Services Coordinator, a position created for the remainder of</p>
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	<p>the current school year. This position has allowed for the principal and assistant principal to be more available to teachers on a regular basis. Before the Student Services Coordinator position was added, the administration was limited to the amount of time allowed to work with teachers and for classroom walk-throughs. Administration is concerned that we will not have the needed time to continue the necessary walk-throughs for teacher support, as well as to continue reforming building culture, after this position ends in June 2014.</p> <p>-Wawasee School Corporation has had instructional coaches available to work with and support our teachers for more than ten years. Since January, the instructional coaches have been placed for fifty percent of their time at WMS for more intense planning and coaching with teachers. The coaches will need to return to their more balanced work with schools throughout the corporation starting August 2014. We are concerned that without our own building instructional coaches, WMS teachers will not get the additional classroom resources they need.</p>
<p><b>Justification for Selected Interventions</b></p>	<p>-New principal was hired during summer of 2013.</p> <p>-Redefine role of leadership positions staffed by teachers within the building. Examination of the current role of leaders based on current needs.</p> <p>-Implementation of leadership positions (Instructional Coaches) tasked with facilitating instructional best practices, data analysis, co-teaching, facilitating development of common assessments, assisting with aligning curriculum (vertical and horizontal).</p> <p>-Eric Jensen academic brain-based strategies for student achievement program would allow our staff to develop engaging instruction and address socio-economic differences.</p> <p>-A Student Services Coordinator position will allow administration to provide additional support to teachers on a regular basis.</p>

<p><b>LEA analysis</b></p>	<p>-Wawasee Middle School offers a number of programs for students to participate positively as in terms of extra curricular activities. Opportunities for students to be recognized for showing PRIDE in the school are minimal.</p> <p>-Current schedule allows for daily preparation time for teachers. Current schedule allows for block of time for teachers to have regular planning time every day. This time is used for team planning, individual planning, meetings, and collaboration.</p> <p>-Inclusion based Math and English classes are currently being taught at WMS.</p> <p>-Students who are not in the classroom setting are unable to interact with the curriculum in a meaningful capacity. When this occurs, students are at a disadvantage as it pertains to mastering content. Frustration with content creates disconnect with student and school environment.</p> <p>-Alternative to Suspension and Expulsion (ASE) program -This program is for students who need removed from class for 1 or multiple days, due to Suspension or Expulsion. Students who are in ASE for a long term placement are on APEX to maintain their academic progress.</p>
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	<p>-We feel that we are missing out on providing appropriate services for a key group of students who are having difficulty in the general education setting, however, would not do very well on a computer based APEX program.</p> <p>-PBIS-- WMS has been implementing PBIS for 4 years. PBIS has helped create a school-wide system of support including proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Discipline has gone down since PBIS has been implemented. Wawasee Community Schools has our own PBIS trainer. Students and teachers are pleased with what PBIS has done for our school. We are looking to provide more incentives for students who are showing PRIDE on a regular basis. Financing these incentives has always been a concern. The school's PTO has helped provide funds for our incentives.</p>
<p><b>Justification for Selected Interventions</b></p>	<p>-Establish opportunities for student recognition with the school environment (not extra curricular). Providing a regular and intentional schedule, and activities, for recognition at more frequent intervals with significant recognition.</p> <p>-Eric Jensen academic brain-based strategies for student achievement program would allow our staff to develop engaging instruction and address socio-economic differences. Eric Jensen will also provide</p> <p>-Paid professional development time to revise the current special education service delivery model in order to move toward a more pure inclusion model, considering regrouping students based on need, collaborative/ co-teaching strategies during the instructional time.</p> <p>-Paid professional development time in the summer for teachers to 'digitize' lessons (recreate classroom environment). Teachers collaborate with grade level counterpart to develop electronic version of teacher led activities for access from home, others classrooms, discipline location.</p> <p>-We want to incorporate a summer program to work with students who are below grade level and need additional time. This would include 3-4 weeks after the school year and then 2 weeks prior to the school.</p>

### 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.



The current principal was hired for the 2013-2014 school year and came from being an assistant principal who helped lead improvement efforts from an F middle school for the 2011-2012 testing results to a C for the 2012-2013 testing results. Supporting data for the superintendent's confidence that principal is able to lead a turnaround at Wawasee Middle School were provided to the state at the end of February.

With teacher-led research of evaluation models and a teacher vote of support, Wawasee Community School Corporation adopted the McREL teacher evaluation system, and Wawasee Middle School started using the McREL teacher evaluation system during the 2012-2013 school year. Wawasee Community School Corporation has a contract with the Wawasee Community Educators Association through the end of the 2014-2015 school year. During the 2014-2015 school year, Wawasee Community School Corporation will be working with the Wawasee Educators' Association to create a compensation model for measuring teacher effectiveness that utilizes the McREL teacher evaluation rubric in combination with performance and growth data from state testing results and/or results of common assessments for non state tested areas that were developed over the past three years with three other school corporations. That compensation model will be in place for the 2015-2016 school year.

Research based, instructional models will be implemented based on teacher and student needs as listed in the LEA Analysis. Through the instructional models, staff professional development will need to be provided to teachers in order to meet our goals. Through the Transformation Model, teachers and students will be provided the opportunities for additional training and academic learning opportunities.

Student passing rate and growth data will improve due to providing the students and staff additional academic support and professional development time and resources. Providing clear, research based resources for teachers will focus on changes in the instructional process, leadership expectations, and the overall infrastructure and culture for our school.

## 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
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.	x		While the school team was the driving force in program development, the district leadership team supported the school team in developing the projected budget. The budget requests align with corporation mastery salary schedule and benefits. A conference call was held with Jensen Learning to make sure what we proposing is budgeted correctly. All projected budget items are

			<p>supplemental to the general fund or create the ability to continue what was started in February of this year and reasonably support the ongoing turnaround efforts at this school. Project Lead the Way costs are based upon Project Lead the Way information we received in March. All budget requests are aligned with required and permissible costs.</p>
<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>  <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></p>	x		<p>The building principal is new this year. Attached is the documentation that was sent into the state at the end of February which shows the principal has the capacity to transform a school.</p> <p>Based upon the Wawasee Middle School Student Achievement Plan presented to the Wawasee Board of School Trustees, the board already made a commitment for adding and rearranging staff at the school for the remainder of this school year (February board minutes). At the March meeting of the Wawasee Board of School Trustees, board members understood Wawasee Middle School is applying for this grant and were supportive of this application (March board minutes).</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>  <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></p>	x		<p>Based upon the Wawasee Middle School School Achievement Plan presented to the Wawasee Board of School Trustees, the board already made a commitment for adding and rearranging staff at the school for the remainder of this school year (February board minutes). At the March meeting of the Wawasee Board of School Trustees, board members understood Wawasee Middle School is applying for this grant and were supportive of this application (March board minutes).</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>  <i>Superintendent Assurance</i>  <i>School Board Meeting Minutes from proposal and or discussion</i>  <i>Superintendent SIG Presentation</i></p>	x		<p>The superintendent has been very involved and supportive in both the process of creating the Student Achievement Plan and in writing this grant. He already asked the Wawasee Board of School Trustees to add staffing to the building for the remainder of this school year in order to add support for struggling students and support to the administrative team to allow them to be into more classrooms daily and to be more effective as instructional leaders. He has also assigned</p>

<p><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>			<p>corporation instructional coaches to the building for fifty percent of their time for the remainder of the school year. Attached is a letter of assurance for him.</p>
<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>  <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></p>	<p>x</p>		<p>The teacher's union has given a letter of support for this grant.</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>  <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>  <i>Staff transfer policies and procedures</i>  <i>Staff recruitment, placement, and retention procedures</i></p>	<p>x</p>		<p>See attached district policy (Procedures for Recruitment/Selection of Certified Staff)</p> <p>WMS will post the positions for an adequate amount of time in order to receive highly qualified candidates for the needed positions. Once the pool of candidates is narrowed down, the interview committee will be created, involving WCSC Central Office Representation, WMS Administration, current WCSC Instructional Coaches, and lead WMS teachers. Specific interview questions will be developed to specifically target the goals and vision for WMS, highlighting the job expectations for the given position (Instructional Coaches, Student Services Coordinator, and PLTW teacher).</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>  <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>  <i>Fiscal Monitoring</i></p>	<p>x</p>		<p>The district has a dedicated time allocated for professional development/collaboration. Every Wednesday morning, school begins 30 minutes later. With those thirty minutes and the time before the regular school day that staff are working, each school has between 50-60 minutes for staff development/collaboration. This time is called SMART (Staff Members Acquiring Relevant Training). Central Office shares SMART Start Google Drive calendars with building principals and instructional coaches and monitor those activities, as well as attend various SMART Starts across the district. The corporation committee, the Committee for Assessment, Curriculum and Teaching (ACT) oversees district-wide professional development needs.</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>	x		<p>Wawasee Community School leaders are selective in professional development. District and school improvement plans (based upon data) along with McREL teacher evaluation data drive professional development. Administrators, instructional coaches, and teachers attend professional conferences where they hear research-based presentations which can lead to ideas for bringing presenters on site.</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>Three district administrators heard Eric Jensen present at ASCD 2012 and have read several of his books. Wawasee Middle School's free and reduced lunch population has greatly increased. Since support is needed for increasing achievement for low SES students, practical strategies for linking brain research to student achievement, and engaging students, Jensen Learning is a natural fit. A team of administrators interviewed (and he interviewed us!) Eric Jensen via a conference call on March 26 to make sure he can help with supporting the turnaround plan for Wawasee Middle School (see email communications as well).</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>Jensen Learning will commit to having Eric Jensen on site for 2 times a year for the next three years. Along with that, teams will be attending his summer institutes of the next 2 years if we receive this grant.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	x		<p>Substitutes will be hired for teachers for one of the days each year when Eric Jensen is on site. For his other on-site day each year, teachers will be paid a stipend for attendance in the summer.</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>	x		<p>Jensen Learning has assured us that if we get this grant, they will customize their professional development for us. Staff evaluation surveys will be completed after each professional development session from Jensen Learning.</p>

## **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.