



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

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

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	21 st Century Charter School of Gary	Corp #	9645
School	21 st Century Charter School of Gary	School #	4164
Superintendent Name	Kevin Teasley	Email	Kevin.Teasley@geofoundat ion.org
Title I Administrator Name	Dana Johnson	Email	Dana.Johnson@geofoundat ion.org
Principal	Chris Evans	Email	Cevans@geoacademies.org
Mailing Address	1630 N. Meridian St. #350	City	Indianapolis
		Zip Code	46202
Telephone	317-713-4238	Fax	317-624-0900
Year 3 Funding	\$1,343,214.00		

Part 2: LEA and School Assurances and Waivers

Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model;

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(B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

- Number of minutes in Math and Reading in the instructional day or school day;
 - Student participation rate on State assessments in reading/language arts and in mathematics;
 - Student attendance rate;
 - Teacher attendance rate;
 - Combined suspension/expulsion rate;
 - Minutes of job-embedded PD/week;
 - Distribution of teachers by performance level on an LEA's teacher evaluation system;
 - For Both Math and English/Language Arts Each:
 - Percent of students passing ISTEP, by grade level;
 - Percent of Bottom 25% demonstrating high growth (4-8);
 - Percent of all students showing low growth; and
 - Average scale score, by grade level;
 - Percent of students at or above proficient on ISTEP on both Math and E/LA; and
 - Percent of students achieving proficiency on IREAD (spring test only).
 - For Both English 10 and Algebra I ECA:
 - 10th grade cohort pass rate;
 - 8th grade (ISTEP) to 10th grade (ECA) improvement;
 - Percent of re-testers which pass by 12th grade; and
 - Average scale score, by grade level.
 - Non-waiver graduation rate; and
 - Percent of graduating cohort to receive college and career readiness standard.
- IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:
- **Leading Indicators**— Elementary and middle schools must meet 4 of 7 applicable leading indicator goals; schools containing a high school must meet 6 of 9 leading indicator goals.
 - **Achievement Indicators**— Schools in year one of the grant must also meet 70% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also

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meet 80% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE

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authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

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Superintendent Signature: [Signature] Date: 6/27/14
 Title I Administrator Signature: [Signature] Date: 6/27/14
 Principal Signature: [Signature] Date: 6/27/14

Part 3: Leading and Achievement Indicators

Complete the table below regarding key areas of student learning indicators. Include your beginning data (start of grant – what was in your application), your 2013-2014 data, and your original goal (what was in your application).

Elementary/Middle School Model

Indicator	Beginning		2013-2014		Goal	
	Minutes in Math and Reading per day	Math: 90 E/LA: 90	Math: 90 E/LA: 90	Math: 90 E/LA: 90	Math: 90 E/LA: 90	Math: 90 E/LA: 90
Student participation rate		100%		100%		100%
Student attendance rate				95.12		
Teacher attendance rate				95.8%		
Suspension/Expulsion Rate				335 suspensions/1 expulsion		
Minutes of Job Embedded PD/Week		50		120		150
Distribution of teachers by performance level				Still being calculated		

Indicator	Beginning		2013-2014		Goal		
	Percent of Students Passing ISTEP+ (3-8)	3 rd : 76.0% 4 th : 53.6% 5 th : 82.8% 6 th : 86.2% 7 th : 68.0% 8 th : 66.7% Overall: 80.1%	3 rd : 42% 4 th : 59% 5 th : 71% 6 th : 81% 7 th : 69% 8 th : 65% Overall: 64.38	3 rd : 42% 4 th : 59% 5 th : 71% 6 th : 81% 7 th : 69% 8 th : 65% Overall: 64.38	3 rd : 42% 4 th : 59% 5 th : 71% 6 th : 81% 7 th : 69% 8 th : 65% Overall: 64.38	3 rd : 79.0% 4 th : 73.0% 5 th : 84.0% 6 th : 87.0% 7 th : 74.0% 8 th : 74.0% Overall: 91%	3 rd : 79.0% 4 th : 73.0% 5 th : 84.0% 6 th : 87.0% 7 th : 74.0% 8 th : 74.0% Overall: 91%
% of Bottom 25% demonstrating High Growth (4-8)		18.8%		Still being calculated		46%	
% of Students demonstrating Low Growth		47.2%		Still being calculated		28%	
Average scale score	3 rd : 458.5 4 th : 491.2 5 th : 494.4 6 th : 526.4 7 th : 541.6 8 th : 559.7	3 rd : 398.4 4 th : 450 5 th : 485.6 6 th : 524.8 7 th : 539 8 th : 557	3 rd : 398.4 4 th : 450 5 th : 485.6 6 th : 524.8 7 th : 539 8 th : 557	3 rd : 398.4 4 th : 450 5 th : 485.6 6 th : 524.8 7 th : 539 8 th : 557	3 rd : 458.5 4 th : 491.2 5 th : 494.4 6 th : 526.4 7 th : 541.6 8 th : 559.7	3 rd : 458.5 4 th : 491.2 5 th : 494.4 6 th : 526.4 7 th : 541.6 8 th : 559.7	3 rd : 458.5 4 th : 491.2 5 th : 494.4 6 th : 526.4 7 th : 541.6 8 th : 559.7
Percent of Students Passing ISTEP+ (3-8)	3 rd : 80.0% 4 th : 75.0% 5 th : 82.8% 6 th : 86.2% 7 th : 68.0% 8 th : 63.0% Overall: 74.5%	3 rd : 38% 4 th : 67% 5 th : 57% 6 th : 70% 7 th : 57% 8 th : 58% Overall: 57.95%	3 rd : 38% 4 th : 67% 5 th : 57% 6 th : 70% 7 th : 57% 8 th : 58% Overall: 57.95%	3 rd : 38% 4 th : 67% 5 th : 57% 6 th : 70% 7 th : 57% 8 th : 58% Overall: 57.95%	3 rd : 81.0% 4 th : 78.0% 5 th : 83.8% 6 th : 87.0% 7 th : 74.0% 8 th : 74.0% Overall: 86%	3 rd : 81.0% 4 th : 78.0% 5 th : 83.8% 6 th : 87.0% 7 th : 74.0% 8 th : 74.0% Overall: 86%	3 rd : 81.0% 4 th : 78.0% 5 th : 83.8% 6 th : 87.0% 7 th : 74.0% 8 th : 74.0% Overall: 86%
% of Bottom 25% demonstrating High Growth (4-8)		21.9%		Still being calculated		43%	
% of Students Demonstrating Low Growth		34.7%		Still being calculated		22.5%	

	Average scale score	3 rd : 455.8 4 th : 477.1 5 th : 491.9 6 th : 520.1 7 th : 518.8 8 th : 524.6	3 rd : 406.2 4 th : 458.0 5 th : 468.9 6 th : 509.6 7 th : 514.8 8 th : 515.2	3 rd : 455.8 4 th : 477.1 5 th : 491.9 6 th : 520.1 7 th : 518.8 8 th : 524.6
	Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	63.2%	46.4%	67.2%
	Percent of students proficient on IREAD(Spring Test Only) (3)	88.0%	64.8%	90.0%

	Average scale score	550.6	631	556.0
	Non-Waiver Graduation Rate	94%	95.2%	100%
	College enrollment rates	88%	95%	92%

High School Model

Leading Indicators (Must meet at least 6 of 9 to be renewed)	Indicator		Beginning	2013-2014	Goal
	Minutes in school day		450	450	510
	Student Participation rate		100%	100%	100%
	Student attendance rate		95%	95.45%	97%
	Teacher attendance rate		95%	95.6%	98%
	Dropout rate		0	0	0
	# of AP/IB Courses Offered		12	25	17
	Suspension/Expulsion Rate		31%	156 suspensions\1expulsion	25%
	Minutes of Job Embedded PD/Week		150	120	240
	Distribution of teachers by performance level		HE: 11% E: 78% IN: 5% I: 6%	still being calculated	HE: 12% E: 80% IN: 8% I: 0%

Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	Indicator		Beginning	2013-2014	Goal
	English 10 ECA	10 th Grade Pass Rate	63.3%	66%	75%
		8 th (ISTEP) to 10 th (ECA) Improvement	-7.7	+3	0
		% of non-passers who pass by 12 th grade.	88.9%	100%	92%
		Average scale score	386.7	394	390.0
	Algebra I ECA	10 th Grade Pass Rate	86.7%	97%	90.0%
		8 th (ISTEP) to 10 th (ECA) Improvement	-3.9	+30.3	1
		% of non-passers who pass by 12 th grade.	90%	100%	96%

Part 4: Implementation

IDOE has provided renewal requests based on site visits and original application information. Provide the requested documentation along with a narrative in the appropriate column.

Indicator	Required Renewal Requests	School Documentation and Narrative
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Provide the funding plan for the 2014-2015 school year in relation to the leadership changes occurring. 	The school does not plan to replace the high school principal who left in March 2014 with a full time principal, but rather to have Chris Evans be principal of the K-12 with Associate Principals under him responsible for HS and elementary. This will be funded in part with proceeds from departing principal's salary and increased enrollment. See attached school budget
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Provide Evaluation Schedule for 2014-2015 school year. 	The school's principal and TAP leadership team sets observations and evaluation schedules. Observations are done each week and evaluations are completed quarterly throughout the year. CELL provides regular oversight and evaluates cluster and TLT as well as principal and master/mentor teachers
3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who after professional development, have not.	<ul style="list-style-type: none"> Provide reward data sheets for 2013-2014 school year. Provide reward system for 2014-2015 school year. 	Still to be determined. We are working with CELL on reward system and using the TAP rubric to guide us.
4. Provide high quality, job-embedded professional development.	<ul style="list-style-type: none"> Provide PD Schedule and PD implementation plan for 2014-2015 school year. 	The school's PD includes focus on blended learning, classroom management and school climate as well as curriculum. School climate and culture are addressed each month, by the school sending a select few teacher leaders to Teach Like A Champion workshops to refine skills in classroom management and school culture. Here is list of TLaC techniques we will address for next school year. <ol style="list-style-type: none"> NO OPT OUT THE HOOK

		<ol style="list-style-type: none"> CIRCULATE CHECK FOR UNDERSTANDING EXIT TICKET COLD CALL CALL AND RESPONSE WAIT TIME EVERYBODY WRITES TIGHT TRANSITIONS 100% STRONG VOICE DO IT AGAIN POSTIVE FRAMING NORMALIZE ERROR <p>In addition, the school continues to receive regular PD in TAP including a two day leadership training in June, a 9 day training in July, and continuous support throughout the year from CELL.</p> <p>Over and above this, the school will host a two week PD retreat prior to the school opening in August and has scheduled monthly half day PD sessions throughout the year.</p> <p>Lastly, the school will host PD in blended learning and Core Knowledge curriculum two times this year.</p>
5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time).	<ul style="list-style-type: none"> Create and provide a high quality plan for recruiting and retaining high quality staff. 	See attached plan
6. Provide increased learning time for students and staff.	<p>Students</p> <ul style="list-style-type: none"> Provide documentation of changes to school day -how has time increased with SIG? For some groups of 	Teacher and student schedules were increased with time on task. 90 minute sections were set aside for math and ELA. Lunches were shortened by 5 minutes for all students K-6.

	<p>students? For all students?</p> <ul style="list-style-type: none"> Provide extended learning schedule for students for 2014-2015 school year. Plan should be intentional; provide significant amount of increased learning time; and have a way in which to measure outcomes. Provide information on how students will be invited and informed of extended learning opportunities. <p>Staff</p> <ul style="list-style-type: none"> Provide schedule of planning time, PLC time, and any other Professional Development or college credit opportunities offered through SIG. 	<p>PREVENT (After school tutoring) is the extended learning opportunity. Options are available for students for remediation and for enrichment. Students who are performing below levels on NWEA and DIBELS are invited to attend by the teachers. Classroom teachers from the school form the majority of the after school program teachers so there is a smooth transition of teacher knowledge of students and the areas of deficit. Lead teachers are incorporated into the beginning year schedule however the plan is not yielding the results desired. Modifications are made based on teacher expertise and movement of staff to accommodate student needs.</p> <p>7:20-8:00 AM Teacher planning time</p> <p>50 min blocks of PD every Tuesday for TAP Cluster meetings focused on student data and teacher/schools needs</p> <p>K-2 12:35-1:25 3-4 1:25-2:15 5-6 2:15-3:05</p> <p>50 minutes of cohort time for team planning/ data and student work conversation</p> <p>Several early release times over the course of the year. Snow days requirements required increased instruction time so the PD days were decreased – Topic focuses were: Core Knowledge, Odyssey and TAP year 1 transition to Year 2 with an IGP(individual growth plan) component</p> <p>Full day Odyssey training occurred January 6, 2014 for all staff</p> <p>Leadership team members had TLT from 2-3:30 every Thursday. PD concerning evaluations, interrater reliability, data disaggregation, student deficit plans, high will high skill teachers and support, modeling and coteaching plans for teachers as needed and modified follow up procedures occurred.</p> <p>Staff meetings contained practice labs for TLaC techniques ex COLD</p>
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	<p>7. Use data to implement an aligned instructional program.</p> <ul style="list-style-type: none"> Provide change to Central Reading Time (if it will occur – discussed at last onsite) Provide documentation regarding implementation of comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring. 	<p>CALL</p> <p>Read aloud time was directed for all classrooms 3:05-3:30. Effective teaching was the focus to increase student achievement. Teachers implemented school wide strategies within three TAP cluster cycles. Cycle 1: Rubric and specific strategies to address descriptors pertaining to increasing teacher effectiveness Cycle 2: Decoding and Reading strategies Cycle 3: Context clues with reciprocal teaching focusing on questioning and clarifying chunks. Each cycle 2 and 3 cluster meeting teachers brought student samples and evaluated processes. RTI processes was in place. The committee met every Wednesday morning with individual teachers to make a plan. Moving forward with testing or more intervention was based on data and teacher observations of students. Yellow folders housed with the principal and special ed teacher are the documentation for this process.</p> <p>Acuity reports are used for classroom intervention and grouping by teachers. Nwea paths through Odyssey are utilized for monitoring of progress and student work.</p> <p>A partnership with the GEO office with weekly data calls pertaining to odyssey usage and lesson completed by students occurred over the course of the school year. Data was displayed for teacher use only in the TAP rooms. Teachers have data binders to have their student results assessable at all times.</p> <p>Four weeks before the open ended section of the ISTEP+ format strategies were taught to students. DIBELS scores drive remediations with students and BURST is used with low performing groups</p>
	<p>8. Promote the use of data to inform and differentiate instruction.</p> <ul style="list-style-type: none"> Provide documentation of instructional monitoring system which will be used in 2014-2015 school year – this may include data meeting schedules, data goals, list of data points to be used, etc. 	<ul style="list-style-type: none"> TAP goal sheets Acuity tests and individual student reports NWEA test and scores Odyssey tracking and data calls DIBELS (mClass) Report cards

		<ul style="list-style-type: none"> • ECA • ISTEP+ • Data wall in TAP rooms • Teacher DATA binders • RTI process and committee • Weekly cohort meetings • Data meetings with individual teachers lead by Data coordinator • Beginning curriculum mapping for major subject areas with school wide assessments
9. Provide mechanisms for family and community engagement.	<ul style="list-style-type: none"> • Provide Family and Community Engagement Activities (timeline, calendar, or list of possible activities) that are focused on learning and needs of high school students and families. (Disconnect from how parent events were going between Feb. and May visit – address needs of families and how you will change parent involvement next year). • Provide goals for establishing community partners who will be able to assist with sustaining improvement efforts. 	<ul style="list-style-type: none"> • 2014-15 Reading family nights • Student of the month program with theme curricular tie • Monthly school board meetings • FNL (Friday Night Live) Family volunteers • Book fair volunteers • Summer parent meetings • Class programs • Black history program • Kindergarten and 5th end of year promotions • Music and holiday programs
10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	<ul style="list-style-type: none"> • Provide GEO visit schedule and expectations. 	<p>GEO's team visits a minimum of twice a month in person for two days at a time usually, and works daily with school leadership and board. We monitor everything from teacher hiring, placement, schedule, PD, student testing, school culture/climate, training and recruitment and growth in programs. GEO expects to see strong school culture/climate, evidence of data driven instruction, evidence of TLAC strategies, effective TAP cluster and TLT meetings, and use of blended learning.</p>

Part 5: Budget

Complete the attached budget worksheet for the 2014-2015 school year. The original school budget has been included with the application for reference.

21st Century Charter School at Gary
2014-15 Preliminary Budget
1-Jul-14

Student Count
695 ADM
720 Student Count

\$7,742

REVENUES	
State Funding	
State Tuition Support (Jul - Dec)	2,690,345
State Tuition Support (Jan - Jun -10%)	2,421,311
Summer School	30,000
Textbook Reimbursement	-
	<u>5,141,656</u>
Federal Funding	
Title I	921,352
IDEA Special Ed Part B	115,033
Title I School Improvement	1,403,241
Title II - Professional Devel	70,000
	<u>-</u>
	<u>2,509,626</u>
Other	
GMC Rent	300,000
	<u>-</u>
	<u>300,000</u>
TOTAL REVENUES	<u>7,951,282</u>

EXPENSES	
General (non-grant) Salaries/Benefits	
Admin/Non-Instructional Support	717,482
Instructional (non-grant supported)	1,332,649
Summer School	45,000
Title II Prof Devel (Stipends/Training)	70,000
Soc Sec/Medicare (3%)	64,954
Health/Dental Benefits (1.5%)	324,770
Retirement (PERF/TRF) (8%)	173,210
	<u>2,728,064</u>
Title I - Main Grant	
Instruction - Salaries/Ben	712,000
Instruction - Technology	80,000
Prof Devel	109,352
	<u>901,352</u>
Title I - School Improvement Grant	
Salaries/Benefits	770,182

Prof Devel - Travel	12,000
Contract Services	275,000
Supplies	49,059
TAP	<u>297,000</u>
	<u>1,403,241</u>

Student Support/Supplies	
Classroom Supplies	40,000
Textbooks/Curriculum	100,000
Field Trips	20,000
Athletics	30,000
Other ExtraCurric	10,000
Robotics Program	30,000
College Program/Career Center	<u>60,000</u>
	<u>290,000</u>

Operations	
D&O, Liability Insurance	46,000
W Comp/Unempl	50,000
Bonds	5,000
Office Supplies/Postage	40,000
Copier	50,000
Connectivity	100,000
Travel	<u>15,000</u>
	<u>306,000</u>

Capital Expenditures	
Hardware	150,000
Software	100,000
Lease (F&E)	90,000
Vehicles (Maintenance)	<u>15,000</u>
	<u>105,000</u>

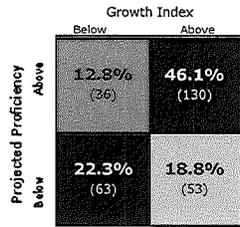
Buildings and Grounds	
Debt Service	950,000
Rent (modulars)	36,000
Elec/Gas	150,000
Water/Trash	40,000
Grounds (Snow, etc)	30,000
Building Maintenance	<u>50,000</u>
	<u>1,256,000</u>

Service Contracts	
IDEA Related Services	115,033
IT Management	100,000
Payroll Processing	7,000
Security	15,000
Audit	25,000
Dues and Fees	10,000
Ball State Fees	154,250
Administrative	<u>450,000</u>
	<u>876,283</u>

TOTAL EXPENSES 7,865,940

TOTAL OVER/(UNDER) 85,341

Reading Quadrant

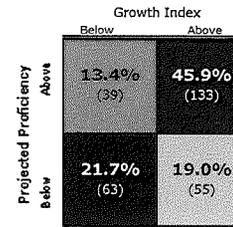


Quadrant Legend:

- Below Growth: Student's growth index is less than zero
- Above Growth: Student's growth index is greater than or equal to zero
- Above Proficiency: Student's performance is projected to be above the state standard
- Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	43	67.4%	49	-	44.9%
1	55	61.8%	57	-	54.4%
2	41	58.5%	46	60.9%	41.3%
3	49	59.2%	52	44.2%	26.9%
4	42	73.8%	43	81.4%	58.1%
5	43	72.1%	46	56.5%	50.0%
6	40	90.0%	44	68.2%	43.2%
7	39	56.4%	48	56.3%	43.8%
8	28	35.7%	35	45.7%	34.3%
9	36	77.8%	39	-	66.7%
10	36	69.4%	43	-	46.5%
11	26	-	26	-	57.7%

Mathematics Quadrant



Quadrant Legend:

- Below Growth: Student's growth index is less than zero
- Above Growth: Student's growth index is greater than or equal to zero
- Above Proficiency: Student's performance is projected to be above the state standard
- Below Proficiency: Student's performance is projected to be below the state standard

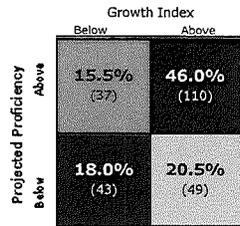
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	45	84.4%	50	-	50.0%
1	55	67.3%	57	-	47.4%
2	43	53.5%	47	57.4%	38.3%
3	48	54.2%	52	32.7%	23.1%
4	43	65.1%	44	61.4%	36.4%
5	41	56.1%	42	64.3%	26.2%
6	39	82.1%	42	66.7%	38.1%
7	42	73.8%	46	71.7%	45.7%
8	34	73.5%	43	53.5%	41.9%
9	36	66.7%	39	-	56.4%
10	40	42.5%	43	-	41.9%
11	29	-	29	-	34.5%
12	-	-	1	-	-

School: 21st Century Charter School at Gary

Roster: Spring 2014

Growth Seasons: Fall 13 - Spring 14

Language Usage Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

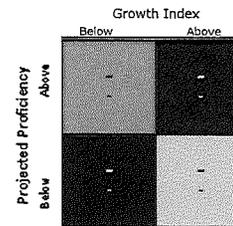
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
2	2	-	2	50.0%	50.0%
3	47	66.0%	52	46.2%	25.0%
4	42	78.6%	44	79.5%	56.8%
5	43	62.8%	45	46.7%	35.6%
6	38	84.2%	43	69.8%	53.5%
7	45	55.6%	48	66.7%	62.5%
8	22	50.0%	28	64.3%	50.0%
9	36	61.1%	39	-	69.2%
10	37	40.5%	42	-	35.7%
11	27	-	27	-	40.7%

School: 21st Century Charter School at Gary

Roster: Spring 2014

Growth Seasons: Fall 13 - Spring 14

General Science Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

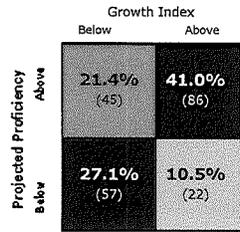
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
3	49	44.9%	54	-	16.7%
4	42	71.4%	43	-	48.8%
5	44	43.2%	45	-	13.3%
6	38	60.5%	42	-	35.7%
7	40	27.5%	45	-	17.8%
8	18	22.2%	22	-	13.6%
9	36	52.8%	39	-	46.2%
10	36	27.8%	39	-	23.1%
11	28	-	28	-	-

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

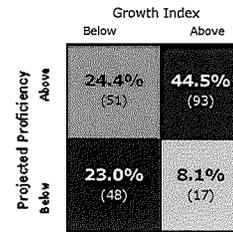
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	36	69.4%	37	-	59.5%
1	40	57.5%	41	-	36.6%
2	36	38.9%	36	58.3%	33.3%
3	25	56.0%	25	76.0%	60.0%
4	29	86.2%	30	76.7%	53.3%
5	31	32.3%	31	45.2%	32.3%
6	24	41.7%	25	60.0%	48.0%
7	35	57.1%	36	58.3%	33.3%
8	30	50.0%	30	63.3%	46.7%
9	35	60.0%	35	-	37.1%
10	25	68.0%	29	-	48.3%
11	29	-	31	-	29.0%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

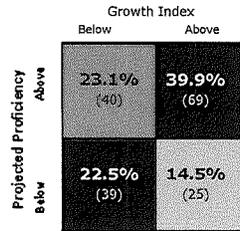
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	33	75.8%	35	-	60.0%
1	41	56.1%	42	-	35.7%
2	35	45.7%	35	68.6%	40.0%
3	26	50.0%	26	73.1%	50.0%
4	29	69.0%	30	66.7%	43.3%
5	32	9.4%	32	53.1%	18.8%
6	24	70.8%	26	76.9%	50.0%
7	33	57.6%	35	62.9%	45.7%
8	30	73.3%	30	80.0%	66.7%
9	36	69.4%	36	-	22.2%
10	27	74.1%	29	-	55.2%
11	29	-	32	-	37.5%

Language Usage Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

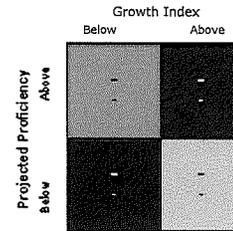
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
2	4	50.0%	5	40.0%	40.0%
3	24	62.5%	24	70.8%	45.8%
4	29	58.6%	30	70.0%	50.0%
5	32	40.6%	32	37.5%	31.3%
6	22	63.6%	25	72.0%	68.0%
7	33	57.6%	36	58.3%	52.8%
8	29	48.3%	29	72.4%	65.5%
9	35	48.6%	35	-	34.3%
10	26	50.0%	28	-	42.9%
11	27	-	31	-	41.9%

General Science Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

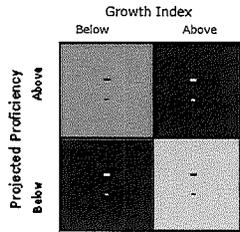
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
3	18	61.1%	21	-	38.1%
4	24	58.3%	26	-	23.1%
5	25	36.0%	25	-	24.0%
6	18	50.0%	20	-	55.0%
7	25	48.0%	26	-	19.2%
8	26	42.3%	26	-	42.3%
9	28	60.7%	31	-	19.4%
10	21	52.4%	22	-	22.7%
11	17	-	20	-	-

Concepts and Processes Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

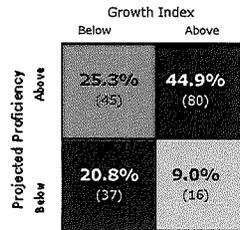
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
3	19	36.8%	20	-	45.0%
4	25	44.0%	26	-	38.5%
5	25	44.0%	25	-	12.0%
6	19	57.9%	20	-	45.0%
7	25	44.0%	26	-	19.2%
8	26	65.4%	26	-	53.8%
9	29	41.4%	32	-	28.1%
10	21	61.9%	22	-	31.8%
11	19	-	22	-	-

School: 21st Century Charter School at Gary

Roster: Spring 2014

Growth Seasons: Fall 11 - Spring 12

Reading Quadrant



Quadrant Legend:

- Below Growth: Student's growth index is less than zero
- Above Growth: Student's growth index is greater than or equal to zero
- Above Proficiency: Student's performance is projected to be above the state standard
- Below Proficiency: Student's performance is projected to be below the state standard

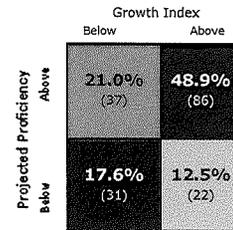
Grade	Student Count		% Growth	Student Count		% Proficient	% Median
	for Growth	% Growth		for Season	% Proficient		
K	24	58.3%	25	-	44.0%		
1	28	46.4%	30	-	53.3%		
2	23	47.8%	24	79.2%	58.3%		
3	22	50.0%	22	72.7%	50.0%		
4	30	56.7%	30	73.3%	53.3%		
5	18	72.2%	20	80.0%	45.0%		
6	32	59.4%	32	65.6%	43.8%		
7	26	61.5%	28	75.0%	60.7%		
8	27	33.3%	29	55.2%	34.5%		
9	21	19.0%	23	-	26.1%		
10	26	42.3%	30	-	46.7%		

School: 21st Century Charter School at Gary

Roster: Spring 2014

Growth Seasons: Fall 11 - Spring 12

Mathematics Quadrant

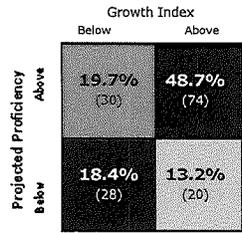


Quadrant Legend:

- Below Growth: Student's growth index is less than zero
- Above Growth: Student's growth index is greater than or equal to zero
- Above Proficiency: Student's performance is projected to be above the state standard
- Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		% Growth	Student Count		% Proficient	% Median
	for Growth	% Growth		for Season	% Proficient		
K	24	79.2%	25	-	52.0%		
1	27	33.3%	28	-	35.7%		
2	22	54.5%	23	87.0%	69.6%		
3	22	40.9%	22	72.7%	40.9%		
4	30	60.0%	30	70.0%	40.0%		
5	18	72.2%	20	70.0%	30.0%		
6	31	51.6%	31	67.7%	38.7%		
7	26	88.5%	28	78.6%	57.1%		
8	27	63.0%	29	44.8%	24.1%		
9	19	57.9%	22	-	22.7%		
10	27	29.6%	31	-	32.3%		

Language Usage Quadrant

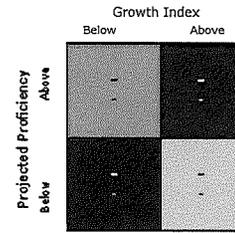


Quadrant Legend:

- Below Growth: Student's growth index is less than zero
- Above Growth: Student's growth index is greater than or equal to zero
- Above Proficiency: Student's performance is projected to be above the state standard
- Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
1	-	-	1	-	-
2	2	50.0%	2	100.0%	100.0%
3	22	68.2%	22	81.8%	63.6%
4	29	62.1%	30	63.3%	46.7%
5	18	61.1%	20	65.0%	65.0%
6	30	56.7%	31	71.0%	58.1%
7	26	80.8%	28	75.0%	75.0%
8	25	44.0%	29	51.7%	44.8%
9	20	40.0%	23	-	39.1%
10	29	24.1%	31	-	41.9%

General Science Quadrant

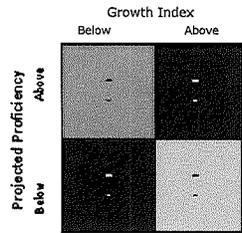


Quadrant Legend:

- Below Growth: Student's growth index is less than zero
- Above Growth: Student's growth index is greater than or equal to zero
- Above Proficiency: Student's performance is projected to be above the state standard
- Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
3	19	63.2%	19	-	31.6%
4	19	47.4%	22	-	45.5%
5	14	42.9%	16	-	18.8%
6	21	47.6%	23	-	34.8%
7	20	50.0%	21	-	33.3%
8	7	42.9%	17	-	23.5%
9	19	26.3%	21	-	-
10	26	34.6%	27	-	11.1%

Concepts and Processes Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
3	19	21.1%	19	-	31.6%
4	20	75.0%	22	-	45.5%
5	14	21.4%	16	-	31.3%
6	22	59.1%	22	-	18.2%
7	20	60.0%	21	-	38.1%
8	7	42.9%	17	-	41.2%
9	19	42.1%	21	-	14.3%
10	26	30.8%	26	-	11.5%

21ST Century Elementary Charter at Gary School Staff Evaluation Matrix

Using a possible \$2,000.00 top pay increase based on NWEA criteria. Two categories used as a basis for review: Math and Reading.

Example:

Using scores from the Beginning Of Year (BOY) to the End Of Year (EOY) correlated to RIT Values of expected growth in the Mathematics and Reading Status Norms.

Attendance: Sick and personal days
ISTEP+ score improvement for those grades tested

Total Math Growth in NWEA

Total Reading Growth in NWEA

Category "A" 2 plus years of student growth in one academic year.	"A" 2 plus years of student growth in one academic year.	\$1,000
Category "B" 2 years of student growth in one academic year.	"B" 2 years of student growth ion one academic year.	\$750
Category "C" 1.5 years of students growth in one academic year.	"C" 1.5 years of student growth in one academic year.	\$500
Category "D" 1 year of student growth in one academic year.	"D" 1 year of student growth in one academic year.	\$250

- Teacher scores are rated from the median class score compared to RIT Value from NWEA BOY to EOY and measured as a comparison to one predicted year of growth taking into account classes that started below, at, or above the RIT Value for that grade. Classes are than ranked to show one to two plus years of median growth and placed on the A – D continuum for each category resulting on two separate rankings with two similar pay increase values.
- ISTEP+ scores are added to those at tested grade levels.
- Teacher attendance rates for the 2012 – 2013 school year have also been listed.

Teacher example as applied to the Matrix:

Teacher X teaches Second Grade

Reading growth average for one year = 13.7 RIT points

Math growth average for one year = 13.1 RIT points

Teacher X raises the class average in Reading 16.3 points = 1 years grow but not as high at 1.5 years growth. Category "D" = \$250.00

Teacher X raises the class average in Math 20 points = 1.5 years growth. Category "C" = \$500.00

Teacher X receives a total increase of \$750.00

Gd.	Name	Math BOY (RIT)	Reading BOY (RIT)	Math EOY (RIT)	Reading EOY (RIT)	Math Growth	Reading Growth
K	Winicky	137.7 (143.7) -6 below standard	137.9 (142.5) -4.6 below standard	162.5 (156.0) +6.5 above standard	162.7 (156.0) +6.7 above standard	+24.8 Category "A"	+24.8 Category "B"

Attendance rate for the 2012 – 2013 school year = Sick – 6.5/ personal 2.5

K	Bondi	138.6 (143.7) -5.1 below standard	139.2 (142.5) -3.3 below standard	158.9 (156.0) +8.4 above standard	157 (156.0) +1 above standard	+20.3 Category "C"	+17.8 Category "D"
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Attendance rate for the 2012 – 2013 school year = Sick – 7/ personal 2.5

Kindergarten Math RIT growth for one academic year = 13.1 points
 Kindergarten Reading RIT growth for one academic year = 13.5 points

+++++

1	Tucker	154.4 (162.8) -8.4 below standard	152.8 (160.3) -7.5 below standard	175.3 (179.0) -3.7 below standard	172.7 (176.9) -4.2 below standard	+20.9 Category "D"	+19.9 Category "D"
---	--------	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------	-----------------------	-----------------------

Attendance rate for the 2012 – 2013 school year = Sick 1/ personal 2

1	Misner	154.5 (162.8) -13.3 below standard	155.3 (160.3) -5 below standard	175 (179.0) -4 below standard	172.3 (176.9) -4.6 below standard	+20.5	+17
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Category "D" Category "D"
 Attendance rate for the 2012 – 2013 school year = Sick 3/ personal 1

Grade 1 Math RIT growth for one academic year = 16.2 points
 Grade 1 Reading RIT growth for one academic year = 16.2 points

+++++

2 Lewis 175.5 (178.2) 175.3 (175.9) 190.6 (191.3) 189.3 (189.6) +15.1 +14
 -2.7 below standard -7 below standard -7 below standard -3 below standard Category "D" Category "D"
Attendance rate for the 2012 – 2013 school year = Sick 5.5/ personal 2.5

2 C. Ward 174.5 (178.2) 171.2 (175.9) 187.7 (191.3) 179.4 (189.6) +13.2 +8.2
 -3.7 below standard -4.7 below standard -3.6 below standard -10.2 below standard category "D" no category
Attendance rate for the 2012 – 2013 school year = Sick 8/ personal 0

Grade 2 Math RIT growth for one academic year = 13.1 points
 Grade 2 Reading RIT growth for one academic year = 13.7 points

+++++

3 Berry 189.7 (192.1) 187.7 (189.9) 201 (203.1) 200.9 (199.2) +11.3 +13.2
 -2.4 below standard -2.2 below standard -2.1 below standard +1.7 above standard category "D" Category "D"
Attendance rate for the 2012 – 2013 school year = Sick 10/ personal 2.5

Grade 3 Math RIT growth for one academic year = 11 points Raise both categories to "C"
 Grade 3 Reading RIT growth for one academic year = 9.3 points for ISTEP+ improvement.

ISTEP+ - Math 2011 – 2012 76% 2012 – 2013 85.7% = +9.7% and E/La 2011 – 2012 80% 2012 – 2013 89.2% = + 9.2%

+++++

4 S. Ward 199.5 (203.8) 194.4 (199.8) 208.5 (212.5) 206 (206.7) +9 +11.6
 -4.3 below standard -5.4 below standard -4 below standard -7 below standard Category "D" Category "C"
Attendance rate for the 2012 – 2013 school year = Sick 43.5/ personal 3

Grade 4 Math RIT growth for one academic year = 8.7 points Raise Math to category "C"
 Grade 4 Reading RIT growth for one academic year = 6.9 points and lower E/LA to "D".

ISTEP+ - math 2011 – 2012 *53% 2012 – 2013 60% = +7% and E/La 2011 – 2012 75% 2012 – 2013 66.6% = -8.4%

+++++

Non-classroom teacher staff.

5 quality attributes of each employee.

1. Punctual/Professional
2. Responsible/Ethical
3. Work Ethic/Task Completion
4. Extra Mile Activities
5. Supportive of the schools new mission, vision, climate, culture. And leadership.

Nicki Stewart (Secretary):

- a. Punctual and prepared for work.
- b. Pleasant and respectful even in difficult times.
- c. More than efficient in her work duties.
- d. Proactive in her work and actions with and for the school and staff.
- e. Adjustment to the new leadership has allowed new and expanded responsibilities and she has taken them all very well.

Linda Scott (Office Manager):

- a. Punctual and prepared for work.
- b. Handles many jobs and schools at one time (21c elementary, secondary, and GMC).
- c. Always goes above and beyond her job qualifications and responsibilities.
- d. Manages and saves the school and corporation money.
- e. Pleasant and respectful while executing all tasks.

Vince (Custodian):

- a. Works extra hours volunteering.
- b. Excellent work ethic.
- c. Supportive of staff and school activities.
- d. Always open to changes and suggests ways to improve the school.
- e. Is supportive of new changes with leadership and institutes the new procedures with fidelity.

Kelly Rothermel (Art Teacher):

- a. Worked on special projects for and with classroom teachers beyond her art classes.
- b. Has been very accommodating, with and without and Art room, to the schedules.
- c. Art shows and presentations for the changing school climate and culture.
- d. Has been involved in Cluster meetings with TAP this year.
- e. Has always helped out with extra supervision during lunches and after school whenever needed.

Marissa Joens (Data Specialist):

- a. An expert in data and analysis.
- b. Supervises all State and local testing.
- c. Proctors all tests and monitors testing security and integrity.
- d. Interprets data for k – 12 students, teachers, and administrators.
- e. Vital member of the TLT.

Megan Anderson (Title I/Mentor Teacher):

- a. Has assumed extra roles or Title I and Mentor teacher.
- b. Has attended many extra trainings to forward the school's purpose.
- c. Has written and been awarded an educational grant.
- d. Works for all teachers to have Discovery Ed., Waterford, Stratologica, as well as other computer based programs.
- e. Organized 4 successful book fairs and put books in classes for teachers and in children's hands.

Jenn Marcheschi (HA Teacher/Mentor Teacher/ ELA Lead Teacher):

- a. Writes and has been awarded educational grants and manages very high and low achieving students.
- b. Has assumed extra roles of Lead and Mentor teacher in addition to her HA responsibilities.
- c. Has attended many extra trainings to forward the school's purpose.
- d. Proctors test for classes and make-ups.
- e. Has supported and contributed to all new leadership changes and taken an active role in school change.

Sarah Joens (Kindergarten Assistant):

- a. Covered the class over 20 times by herself when the Kindergarten teacher was absent.
- b. Takes on extra supervisions and covers for teachers when needed.
- c. Supports the after school activities.
- d. Is always punctual and performs her responsibilities with little supervision and guidance.
- e. Stepped into a teacher role for computer instruction until a replacement was found.

Carmita Colby (Kindergarten Assistant):

- a. Has covered many classes when teachers needed relief for meetings or when absent and subs could not be found.
- b. Supervises Acuity lab for classes who need remediation.
- c. Supports class and school changes and is actively involved in all activities.
- d. Punctual to morning supervision and lunch duties above all others.
- e. Has a tremendous work ethic and patience with children.

21st Century @ Gary

Attract Highly Qualified Teachers

Describe the school's plan to recruit and retain high-quality, highly qualified teachers.
(Current Reality & Proposed Plan)

Current Reality

The school has developed and implemented the following plan to attract and retain highly qualified teachers.

- The TAP system forms the backbone of our plan to attract and retain highly qualified teachers. The TAP system provides for job-embedded professional development, merit pay, and career advancement from novice teacher to career teacher to mentor teacher to master teacher. It has been our experience that TAP assists in retaining highly qualified and trained professional teachers. We plan to sustain TAP at our school.
- The school plans to continue its professional development plan which includes attending on a regular basis high quality professional development programs such as Teach Like A Champion workshops. These workshops provide opportunities for teachers to associate with other high quality teachers across the country from high performing schools.
- Working with the TAP, Teach for America, and the TLaC network, the school has improved its recruiting practices and narrowed the field of potential candidates for hire. In addition, in the future, GEO Foundation, managers of 21st Century Charter School, plans to begin to recruit directly from high quality school leadership development schools such as Columbia, Boston University, and others, as well as recruit directly from upper tier colleges and universities for teachers.
- The school website posts certified teacher employment opportunities that require the appropriate license
- The principal and leadership team conducts conferences with staff members to review HQ status and professional development goals.
- A variety of professional development and shared leadership opportunities are provided to help retain professional educators (teacher mentors, grade level team leaders, parent/community liaisons).
- Weekly PD occurs in relationship to the goals of the school and the classroom
- Bi-monthly staff meetings are used to review and evaluate the effectiveness of each professional development initiative.
- Maintenance of the climate and culture of the school which is rich in mutual professional respect. However, the building climate may fluctuate dependent on decisions and circumstances based on the DOE and unavoidable stressors.
- Recruiting occurs by the leadership teams to seek out new talent from Indiana job fairs
- TFA corp members are recruited from the Chicago TFA node
- Relationships within the building and with the leadership team are fostered for collaboration

Proposed Plan

The current reality will continue as the proposed plan with these changes for the 2014-2015 school year:

- The school will begin to reward teachers who seek to further their education while teaching at 21st Century by providing for those who have worked with the school for a minimum of 5 years a \$1,000 per year stipend for educational expenses (\$5,000 after 5 years) and \$1,000 per year for each additional year employed at the school. We believe this will help retain quality teachers and encourage teachers to invest in their continued education.
- Weekly PD in the form of Cluster meetings will be moved to a different day of the week to better accommodate teacher planning styles.
- Job fairs in other states with high quality teacher programs will be considered
- TFA candidates are on a limited time frame so a rotation schedule for recruiting TFA teachers will be used from now until the future so numerous teachers are not leaving all at once
- More competitive pay with area Charter Schools and Chicago-based schools.

GEO support 2013-2014 of 21st Century Charter School @ Gary

Once a month for Board meetings: August 2013-May 2014

Kevin Teasley, Dana Johnson, Percy Clark

Board Members – Once a month

Dr. Clark 3X's a month December 2013-May 2014

TAP support/TLT/Cluster

Education Support

Weekly Principal Call (August 2013-May 2014)

LeaAnn Koekenberg 2X's A month August 2013-May 2014

Odyssey and Tech support

TAP evaluations/TLT /Cluster

Board members for special programming at the elementary-

February 2014 –Black History Month program

May 2014 – 2nd annual cleanup (Gary Mayor attended as well)

2013-2014 Reorganization of staff

Principal

Master Teacher (2) (\$10,000 stipend + Teacher salary)

Mentor Teacher (3) (\$5,000 stipend + teacher salary)

2014-2015

Lead Principal

Principal Secondary + GMC Principal

Director of Student Success

Master Teachers (2)

Mentor Teachers (3)

