

	5. Early Release PD - All AHS staff will participate in monthly professional development. PD will be facilitated by qualified individuals and will be differentiated to address staff needs.	5. Yes - All AHS staff will participate in monthly professional development. PD will be facilitated by qualified individuals and will be differentiated to address staff needs.	5. Yes - All AHS staff will participate in monthly professional development. PD will be facilitated by qualified individuals and will be differentiated to address staff needs.	5. Yes - All AHS staff will participate in monthly professional development. PD will be facilitated by qualified individuals and will be differentiated to address staff needs.	<p>fica=\$1,912.50</p> <p>16-17 stipends = \$18,113.00 fica=\$1,385.65</p> <p>17-18 stipends = \$18,113.00 fica=\$1,385.65</p> <p>18-19 stipends = \$18,113.00 fica=\$1,385.65</p> <p>total = \$58,495.995</p>
Comprehensive Instructional Reform Strategies	1. Academic Interventionists (3) - The Academic Interventionists will work with teachers on updating/creating instructional calendars, monitoring student data, implementing effective	1. Yes - The Academic Interventionists will work with teachers on updating/creating instructional calendars, monitoring student data, implementing effective instructional strategies, and	1. Yes - The Academic Interventionists will work with teachers on updating/creating instructional calendars, monitoring student data, implementing effective instructional strategies, and	1. Yes - The Academic Interventionists will work with teachers on updating/creating instructional calendars, monitoring student data, implementing effective instructional strategies, and	<p>16-17 salary=\$150,723.00 fica=\$11,530.00 benefits=\$81,153.96</p> <p>17-18 salary=\$150,723.00 fica=\$11,530.00 benefits=\$81,153.96</p> <p>18-19 salary=\$150,723.00 fica=\$11,530.00 benefits=\$81,153.96</p>

	<p>instructional strategies, and conducting learning log meetings.</p> <p>2. PLC Teams - AHS teachers will attend professional development focussed on establishing professional learning communities.</p> <p>3. Instructional Technology - In order to effectively implement blended learning in AP and honors level classes, 50 AHS teachers will</p>	<p>conducting learning log meetings.</p> <p>2. Yes - PLC Teams - AHS teachers will implement professional learning communities to collaborate on student achievement and instructional strategies.</p> <p>3. Yes - Teachers will utilize instructional technology to implement blended learning in Advanced Placement and honors level classes.</p>	<p>conducting learning log meetings.</p> <p>2. Yes - PLC Teams - AHS teachers will implement professional learning communities to collaborate on student achievement and instructional strategies.</p> <p>3. Yes - Teachers will utilize instructional technology to implement blended learning in Advanced Placement and honors level classes.</p>	<p>conducting learning log meetings.</p> <p>2. Yes - PLC Teams - AHS teachers will implement professional learning communities to collaborate on student achievement and instructional strategies.</p> <p>3. Yes - Teachers will utilize instructional technology to implement blended learning in Advanced Placement and honors level classes.</p>	<p>total = \$243,406.96</p> <p>16-17 (10 PD sessions) stipends=\$15,000.00 fica=\$1147.50</p> <p>17-18 (5 PD sessions) stipends=\$7,500.00 fica=\$573.75</p> <p>18-19 (5 PD sessions) stipends=\$7,500.00 fica=\$573.75</p> <p>16-17 N/A 17-18 = N/A 18-19 = N/A</p>
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	<p>receive Chromebooks.</p> <p>4. Mini Grants Applications - All AHS teachers will be eligible to submit an application to attend a professional development of their choice. PD must be focussed on effective instruction, integration of technology, the 8 Step Process, or cultural competency.</p> <p>5. 8 Step Educational Consultant - AHS will utilize an educational consultant to work with teachers on analyzing data and utilizing</p>	<p>4. Yes - All AHS teachers will be eligible to submit an application to attend a professional development of their choice. PD must be focussed on effective instruction, integration of technology, the 8 Step Process, or cultural competency.</p> <p>5. Yes - AHS will utilize an educational consultant to work with teachers on analyzing data and utilizing effective instructional strategies.</p>	<p>4. Yes - All AHS teachers will be eligible to submit an application to attend a professional development of their choice. PD must be focussed on effective instruction, integration of technology, the 8 Step Process, or cultural competency.</p> <p>5. Yes - AHS will utilize an educational consultant to work with teachers on analyzing data and utilizing effective instructional strategies.</p>	<p>4. Yes - All AHS teachers will be eligible to submit an application to attend a professional development of their choice. PD must be focussed on effective instruction, integration of technology, the 8 Step Process, or cultural competency.</p> <p>5. Yes - AHS will utilize an educational consultant to work with teachers on analyzing data and utilizing effective instructional strategies.</p>	<p>16-17 PD=\$25,000 sub=\$2,250.00 fica for sub=\$172.13</p> <p>17-18 PD=\$25,000 sub=\$2,250.00 fica for sub=\$172.13</p> <p>18-19 PD=\$25,000 sub=\$2,250.00 fica for sub=\$172.13</p> <p>Total = \$82,266.39</p> <p>16-17 consultant=\$5,000.00</p> <p>17-18 consultant=\$5,000.00</p> <p>18-19 consultant=\$5,000.00</p>
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	<p>effective instructional strategies.</p> <p>6. 8 Step Process - As a part of the 8 Step Process, teachers will attend monthly learning log meetings to analyze and discuss data, create formative assessments, and discuss instructional strategies.</p> <p>7. Twenty Day ECA Prep Buy Out - Administrators, AHS Teachers, will be utilized to provide additional instruction and support to students in</p>	<p>6. Yes - As a part of the 8 Step Process, teachers will attend monthly learning log meetings to analyze and discuss data, create formative assessments, and discuss instructional strategies.</p> <p>7. Yes - Administrators, AHS Teachers, will be utilized to provide additional instruction and support to students in preparation for the ECA exams.</p>	<p>6. Yes - As a part of the 8 Step Process, teachers will attend monthly learning log meetings to analyze and discuss data, create formative assessments, and discuss instructional strategies.</p> <p>7. Yes - Administrators, AHS Teachers, will be utilized to provide additional instruction and support to students in preparation for the ECA exams.</p>	<p>6. Yes - As a part of the 8 Step Process, teachers will attend monthly learning log meetings to analyze and discuss data, create formative assessments, and discuss instructional strategies.</p> <p>7. Yes - Administrators, AHS Teachers, will be utilized to provide additional instruction and support to students in preparation for the ECA exams.</p>	<p>Total = \$ 15,000</p> <p>16-17 stipends=\$5,000.00 fica=\$382.50</p> <p>17-18 stipends=\$5,000.00 fica=\$382.50</p> <p>18-19 stipends=\$5,000.00 fica=\$382.50</p> <p>Total=\$16,147.50</p> <p>15 teachers@ \$15.75/hr for 20 days = \$4,725.00</p> <p>FICA = \$361.46</p>
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	preparation for the ECA exams.				
Increasing learning time and creating community-oriented schools	1. Life Coach - The Life Coach will meet with students individually or in group settings to address student behavioral needs and make recommendations to improve student academic/behavioral	1. Yes - The Life Coach will meet with students individually or in group settings to address student behavioral needs and make recommendations to improve student academic/behavioral performance.	1. Yes - The Life Coach will meet with students individually or in group settings to address student behavioral needs and make recommendations to improve student academic/behavioral performance.	1. Yes - The Life Coach will meet with students individually or in group settings to address student behavioral needs and make recommendations to improve student academic/behavioral performance.	16-17 salary=\$37,300.00 fica=\$2,853.45 benefits=\$27,051.32  17-18 salary=\$37,300.00 fica=\$2,853.45 benefits=\$27,051.32  18-19 salary=\$37,300.00 fica=\$2,853.45 benefits=\$27,051.32  total = \$201,614.31

	<p>vioral performance.</p> <p>2. Social Worker- The AHS Social Worker will meet with students on a weekly or as needed basis to address social/emotional issues.</p> <p>3. Extended Learning - AHS will offer tutoring, remediation and credit recovery opportunities after school hours.</p>	<p>2. Yes - The AHS Social Worker will meet with students on a weekly or as needed basis to address social/emotional issues.</p> <p>3. Yes - AHS will offer tutoring, remediation and credit recovery opportunities after school hours.</p>	<p>2. Yes - The AHS Social Worker will meet with students on a weekly or as needed basis to address social/emotional issues.</p> <p>3. AHS will offer tutoring, remediation and credit recovery opportunities after school hours.</p>	<p>2. Yes - The AHS Social Worker will meet with students on a weekly or as needed basis to address social/emotional issues.</p> <p>3. AHS will offer tutoring, remediation and credit recovery opportunities after school hours.</p>	<p>16-17 salary=\$37,300.00 fica=\$2,853.45 benefits=\$27,051.32</p> <p>17-18 salary=\$37,300.00 fica=\$2,853.45 benefits=\$27,051.32</p> <p>18-19 salary=\$37,300.00 fica=\$2,853.45 benefits=\$27,051.32</p> <p>total = \$201,614.31</p> <p>16-17 teacher tutors= \$20,250.00 fica=\$1,549.15 transportation= \$13,500.00</p> <p>17-18 teacher tutors= \$20,250.00 fica=\$1,549.15 transportation= \$13,500.00</p> <p>18-19</p>
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					<p>teacher tutors= \$20,250.00 fica=\$1,549.15 transportation= \$13,500.00</p> <p>total=\$105,897.45</p>
	<p>4. PAC Committee Meetings - AHS staff and PAC Committee members will meet every other month to discuss AHS concerns, needs, and data. The PAC Committee will help facilitate events to educate and support parents.</p>	<p>4. Yes - AHS staff and PAC Committee members will meet every other month to discuss AHS concerns, needs, and data. The PAC Committee will help facilitate events to educate and support parents.</p>	<p>4. Yes - AHS staff and PAC Committee members will meet every other month to discuss AHS concerns, needs, and data. The PAC Committee will help facilitate events to educate and support parents.</p>	<p>4. Yes - AHS staff and PAC Committee members will meet every other month to discuss AHS concerns, needs, and data. The PAC Committee will help facilitate events to educate and support parents.</p>	<p>N/A</p>
	<p>5. Community Events - AHS will hold two 100 People for 100 Minutes and two Career Fairs events to educate parents</p>	<p>5. Yes - Community Events - AHS will hold two 100 People for 100 Minutes and two Career Fairs events to educate parents</p>	<p>5. Yes - Community Events - AHS will hold two 100 People for 100 Minutes and two Career Fairs events to educate parents</p>	<p>5. Yes - Community Events - AHS will hold two 100 People for 100 Minutes and two Career Fairs events to educate parents</p>	<p>16-17 = \$ 4,000 17-18 = \$ 4,000 18-19 = \$ 4,000</p> <p>Total = \$ 12,000</p>

	<p>Fairs events to educate parents and community members about AHS events.</p> <p>6. Transition Events - AHS will hold transition events in December, May, and July to welcome 8th grade students, build academic schedules, and educate parents/families about AHS. AHS 10th grade students will visit the AHS College and Career Center in November to explore scheduling options.</p>	<p>and community members about AHS events.</p> <p>6. Yes - AHS will hold transition events in December, May, and July to welcome 8th grade students, build academic schedules, and educate parents/families about AHS. AHS 10th grade students will visit the AHS College and Career Center in November to explore scheduling options.</p>	<p>and community members about AHS events.</p> <p>6. AHS will hold transition events in December, May, and July to welcome 8th grade students, build academic schedules, and educate parents/families about AHS. AHS 10th grade students will visit the AHS College and Career Center in November to explore scheduling options.</p>	<p>and community members about AHS events.</p> <p>6. AHS will hold transition events in December, May, and July to welcome 8th grade students, build academic schedules, and educate parents/families about AHS. AHS 10th grade students will visit the AHS College and Career Center in November to explore scheduling options.</p> <p>7. Yes - The College/Career</p>	<p>16-17 transportation=\$1,500.00 materials=\$2,500.00</p> <p>17-18 transportation=\$1,500.00 materials=\$2,500.00</p> <p>18-19 transportation=\$1,500.00 materials=\$2,500.00</p> <p>Total = \$12,000.00</p>
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	<p>7. College/Career Coach - The College/Career Coach will provide college/career readiness support to all AHS students, will monitor success of students in AP/ Dual Credit/ C/C classes, and will oversee the implementation of Naviance for college/career preparation.</p>	<p>7. Yes - The College/Career Coach will provide college/career readiness support to all AHS students, will monitor success of students in AP/ Dual Credit/ C/C classes, and will oversee the implementation of Naviance for college/career preparation</p>	<p>7. Yes - The College/Career Coach will provide college/career readiness support to all AHS students, will monitor success of students in AP/ Dual Credit/ C/C classes, and will oversee the implementation of Naviance for college/career preparation</p>	<p>Coach will provide college/career readiness support to all AHS students, will monitor success of students in AP/ Dual Credit/ C/C classes, and will oversee the implementation of Naviance for college/career preparation</p>	<p>16-17 salary=\$44,184.00 fica=\$3,380.08 benefits=\$27,051.32 Naviance=\$12,705.00</p> <p>17-18 salary=\$44,184.00 fica=\$3,380.08 benefits=\$27,051.32 Naviance=\$12,705.00</p> <p>18-19 salary=\$44,184.00 fica=\$3,380.08 benefits=\$27,051.32 Naviance=\$12,705.00</p> <p>Total=\$261,961.20</p>
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Providing operational flexibility and sustained support	<p>1. Evaluations/Walkthroughs - AHS teachers will utilize walkthroughs and evaluations to assess teacher effectiveness.</p> <p>2. Hiring Practices - AHS will ensure all teaching positions are filled by the most qualified</p>	<p>1. Yes - Evaluations/Walkthroughs - AHS teachers will utilize walkthroughs and evaluations to assess teacher effectiveness.</p> <p>2. Yes - AHS will ensure all teaching positions are filled by the most qualified candidate.</p>	<p>1. Yes - Evaluations/Walkthroughs - AHS teachers will utilize walkthroughs and evaluations to assess teacher effectiveness.</p> <p>2. AHS will ensure all teaching positions are filled by the most qualified candidate. Administrators</p>	<p>1. Evaluations/Walkthroughs - AHS teachers will utilize walkthroughs and evaluations to assess teacher effectiveness.</p> <p>2. AHS will ensure all teaching positions are filled by the most qualified candidate. Administrators</p>	<p>Funds will be divided among effective and highly effective teachers.  16-17 = \$ 86,250  17-18 = \$ 86,250  18-19 = \$ 86,250</p> <p>FICA on above amounts = \$6,598.13 per year</p> <p>\$1000 for booth and \$500 for travel each year.  16-17 = \$ 1500  17-18 = \$ 1500  18-19 = \$ 1500</p>

	<p>candidate. Administrators will attend recruitment fairs and will maintain and active pool of applicants.</p> <p>3. Master Schedule - AHS administrators will create a master schedule which is reflective of student academic needs, behavioral needs, and course selections.</p> <p>4. PBIS - PBIS will be utilized to improve school culture and provide incentives for positive student behavior.</p>	<p>Administrators will attend recruitment fairs and will maintain and active pool of applicants.</p> <p>3. Yes - AHS administrators will create a master schedule which is reflective of student academic needs, behavioral needs, and course selections.</p> <p>4. Yes - PBIS will be utilized to improve school culture and provide incentives for positive student behavior.</p>	<p>will attend recruitment fairs and will maintain and active pool of applicants.</p> <p>3. Yes - AHS administrators will create a master schedule which is reflective of student academic needs, behavioral needs, and course selections.</p> <p>4. Yes - PBIS will be utilized to improve school culture and provide incentives for positive student behavior.</p>	<p>will attend recruitment fairs and will maintain and active pool of applicants.</p> <p>3. Yes - AHS administrators will create a master schedule which is reflective of student academic needs, behavioral needs, and course selections.</p> <p>4. Yes - PBIS will be utilized to improve school culture and provide incentives for positive student behavior.</p>	<p>total = \$ 4500</p> <p>N/A</p> <p>16-17 - \$3,000.00 17-18 - \$2,000.00 18-19 - \$1,000.00</p>



## Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

### RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility	<p>1. Principal Effectiveness Person Responsible - Principal Mentor</p> <p>a. HMS will hire a mentor who will meet with the principal monthly to collaborate on changing the culture of the building for staff and students, increasing academic rigor, and improving student outcomes.</p>	Phases 1-4	<p>1. Mentor will no longer be utilized to support the Principal.</p>	N/A
	<p>2. Principal Professional Development Person Responsible - Principal and Assistant Principals</p> <p>a. Principals will attend professional development activities, including IASP, focused on cultural competency, increasing teacher effectiveness, and using data to increase student outcomes.</p>		<p>2. Administrators will attend professional development focussed on effective classroom instruction and maintaining a positive school culture.</p>	\$500.00
	<p>3. Conducting Teacher Evaluations and Flexibility of staff and Master Schedule Person (s) Responsible - Administrative Team</p>		<p>3. Administrators will utilize the ACS evaluation tool, along with the PIVOT evaluation software, to document teacher</p>	<p>\$86,250.00 FICA = \$6598.13</p>

	<ul style="list-style-type: none"> <li>a. Principals and assistants principals will attend professional development sessions pertaining to teacher effectiveness, evaluations, best staffing practices, and school culture.</li> <li>b. Building Administrators will conduct a minimum of three evaluations for each AHS teacher.</li> <li>c. Incentives will be provided for teachers who are rated effective or highly effective.</li> <li>d. PAR consulting teachers will provide support and guidance for teachers rated as ineffective or improvement necessary.</li> </ul>		<p>evaluations. Teachers will receive written feedback following each evaluation.</p>	
Building Culture	<ul style="list-style-type: none"> <li>1. Provide support and guidance for students and families Person(s) Responsible: Life Coach <ul style="list-style-type: none"> <li>a. AHS will hire a Life Coach to meet with identified students individually or in a group or classroom setting to assess student strengths or weaknesses and to make recommendations to improve student behavior, academic performance, and attendance. The Life Coach will serve as a liaison</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>1. The Life Coach will provide a weekly/monthly timesheet depicting the number of visits and dates of contacts made with students/families. The Life Coach will also collaborate with Deans, Counselors, Social Worker, and Teachers to improve student performance.</li> </ul>	<p>salary=\$37,300.00 fica=\$2,853.45 benefits=\$27,051.32</p>

	<p>between the home, school and community agencies such as health, welfare, legal, and other social service agencies (i.e., assist with forms, identifies and assists with obtaining resources, etc.)</p> <p>2. Social/Emotional Support for students and families  Person(s) Responsible: Social Worker</p> <ol style="list-style-type: none"> <li>a. The Social Worker will provide social/emotional support for students and families.</li> <li>b. The Social Worker will work with students individually and in group settings. The social worker will address the following needs; social services needs, teen pregnancy issues, substance abuse issues, and other various social needs which impede a student's ability to achieve academic success.</li> </ol> <p>3. Student Behavior/Academics  Person(s) Responsible: Building Administrators, Building PBIS Team</p> <ol style="list-style-type: none"> <li>a. Positive Behavior Interventions and Support will improve school and student performance outcomes as documented by PowerSchool discipline logs and student behavior goals. As part of the PBIS implementation, incentives will be</li> </ol>		<p>2. The Social Worker will maintain detailed logs of all interactions with students and families. When conducting group sessions, the Social Worker will create an agenda and have all students sign-in to each session. Each student will also complete a reflection following each session. When assisting students/families with social service connections, the Social Worker will maintain a log of all communications and services provided</p> <p>3. Positive Behavior Support will provide a framework for assisting school personnel in organizing evidence based behavioral interventions to enhance academic and social behavior outcomes for all students. The PBIS Team</p>	<p>salary=\$37,300.00  fica=\$2,853.45  benefits=\$27,051.32</p> <p>\$1,000.00</p>
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	<p>purchased to reward students for academic performance and/or positive behavior.</p> <p>b. The PBIS Team will meet monthly in the data room to discuss student referral and attendance data.</p>		<p>will maintain accurate meeting notes, recording current student behavior and academic data as documented in Canvas and PowerSchool. Discussions will take place in the school Data Room.</p>	
Instructional Programs	<p>1. Academic Interventionists (3) Person(s) Responsible - AHS Academic Interventionists, AHS teachers</p> <p>a. The AHS Academic Interventionists(1-ELA, 1-Math, 1-Content Area) will model classroom instruction, will conduct classroom walkthroughs/evaluations, will disaggregate and disseminate data, and will conduct professional development sessions.</p> <p>b. The Academic Interventionist will monitor student credit progress and will provide counseling and intervention for failing students.</p> <p>2. Extended learning time Person(s) Responsible - Administration, AHS Teachers, Coaches</p> <p>a. AHS staff members will provide tutoring, homework help, and credit retrieval opportunities for students after the school day. An</p>		<p>1. The Academic Interventionists will maintain detailed logs of all classroom walkthroughs/evaluations and will have an agenda and evaluation for each professional development session. When meeting with students about credit progress, the Academic Interventionist will log all student meetings and keep detailed notes of interventions discussed.</p> <p>2. Tutoring, homework assistance, credit retrieval opportunities, and remediation support will be offered after school hours. Sessions will be offered three days a week</p>	<p>salary=\$150,723.00 fica=\$11,530.00 benefits=\$81,153.96</p> <p>teacher tutors=\$20,250.00 fica=\$1,549.15 transportation=\$13,500.00</p>

	<p>after school bus will be provided for students who participate in extended learning time.</p> <p>3. 8 Step Process  Person(s) Responsible - Building Administrators, teachers, coaches, 8 Step Consultant</p> <p>a. An 8 Step Consultant will work with Anderson High School teachers, coaches, and administrators during monthly meetings. During these meetings, teachers will discuss instructional calendars, disaggregate assessment data, and collaborate on effective instructional strategies.</p> <p>4. Instructional technology</p>		<p>for 1.5 hours each day. Students will sign in each day they attend the program. For students attending credit recovery sessions, specific course completion data will be monitored. Transportation will be provided to allow equal access for all students.</p> <p>3. The 8 Step consultant, along with the 8 Step Coaches, will develop agendas for all 8 Step and Learning Log meetings. The Coaches and Department Chairs will also maintain instructional calendars for all subject areas, and will assist with the creation/implementation of formative assessments. The educational resource consultant will facilitate data discussions and will work collaboratively with teachers to plan effective instructional strategies.</p> <p>4. Anderson High School administrators will</p>	<p>10 sessions @ \$500./day=\$5,000.00</p> <p>N/A</p>
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	<p>Person(s) Responsible: AHS administrators, District Technology Specialists, AHS teachers</p> <ul style="list-style-type: none"> <li>a. Anderson High School will utilize blended learning in advanced placement classes to ensure academic rigor for all students. In order to effectively implement blended learning, Chromebooks will be purchased for 50 AHS teachers..</li> </ul> <p>5. College/Career exploration and monitoring Person responsible: College/Career Coach</p> <ul style="list-style-type: none"> <li>a. The College and Career Coach will provide college/career readiness support to all students. The College and Career Coach will collaborate with the high school counselors in order to ensure that all students are on track to graduate.</li> <li>b. They College/Career Coach will also monitor the academic success of students who are in AP, Dual Credit, and College and Career Classes. All of this information will be updated on the wall in the war room.</li> <li>c. The College and Career Coach will oversee Naviance and its implementation at the high school. The College and Career Coach will train the counselors on Naviance and will provide ongoing support</li> </ul>		<p>monitor and document instructional technology usage via classroom walkthroughs and evaluations.</p> <p>5. The College/Career Coach will maintain detailed logs of all student and parent meetings. The College/Career Coach will provide an agenda and evaluation for each Naviance training session. The College/Career Coach will assist with the updating/monitoring the following information on the AHS Data Wall: graduation progress, career course enrollment, dual credit enrollment, and advanced placement enrollment.</p>	<p>salary=\$44,184.00 fica=\$3,380.08 benefits=\$27,051.32</p> <p>\$12,705.00 for Naviance.</p> <p>Total = \$60,269.08</p>
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	<p>and guidance. All of the high school students will use Naviance for Career Exploration and College planning.</p> <p>6. Twenty Day ECA Prep Buy Out - Administrators,AHS Teachers, will be utilized to provide additional instruction and support to students in preparation for the ECA exams.</p>		<p>6. Teachers will work with students for 20 days during their preparation period. Teachers will provide instruction and support for small groups of students in preparation for the ECA exam. Teachers will maintain sign in sheets for each day they work with students.</p>	<p>Teacher prep buy out = 15 teachers@ \$15.75/hr for 20 days = \$4,725.00</p> <p>FICA = \$361.46</p>
Effectiveness of staff and retainment of staff	<p>1. Teacher evaluations/walkthroughs Person(s) Responsible: Administrators and Classroom Teachers</p> <p>a. Anderson High School will recognize and provide incentives for school leaders, teachers, and staff who are implementing Anderson Community School’s evaluation tool (PAR rubric) and are rated effective or highly effective.</p>		<p>1. All teachers will have three formal evaluations each school year placing them in one of four categories (Highly Effective, Effective, Needs Improvement or Ineffective). Teachers rated as effective/highly effective will receive financial compensation. Teachers rated as improvement necessary/ineffective will receive support from PAR consulting teachers. Peer</p>	<p>\$86,250.00</p> <p>FICA = \$6598.13</p>

	<p>2. Improve Hiring Practices  Person(s) Responsible: AHS Administrators and ACS Human Resources Personnel</p> <p>a. Anderson High School administrators will attend recruitment fairs to identify highly qualified candidates for all building vacancies.</p> <p>3. Teacher Mini Grants  Person(s) Responsible: ACS Administrators, AHSs staff</p> <p>a. AHS teachers will submit a proposal to school administrators to attend a professional development of their choice. Professional development must be focussed on; integrating technology, effective classroom instruction, and/or cultural competency.</p>		<p>Assistance and Review will be utilized to provide support for teachers rated as needs improvement/ineffective. PAR consulting teachers will also be utilized to provide support, guidance, and mentoring for new teachers during their first year in ACS.</p> <p>2. Administrators will compile and continually update a list of highly qualified candidates from which teacher vacancies can be filled.</p> <p>3. AHS teachers will be given the opportunity to apply for mini-grants to attend local, state, or national professional development events. Teachers will submit the mini-grant application to the administrative team for approval. If approved, the professional development and sub costs would be paid through grant funds.</p>	<p>\$1,500.00 (\$1000 for booths and \$500 for travel)</p> <p>PD=\$25,000  sub=\$2,250.00  fica for sub=\$172.13</p>
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			Submitted and approved proposals will be documented. Teachers who are approved will provide PD or information about their professional development to AHS teachers during faculty meetings/early release days/after-school PD sessions.	
Professional Development	<p>1. Teacher Early Release Days Person(s) Responsible - All AHS Staff</p> <p>a. AHS staff will be provided professional development by qualified individuals from outside agencies. This will be differentiated based upon teacher needs.</p> <p>2. Cultural Competency Person(s) Responsible - All AHS Staff</p> <p>a. All AHS staff will participate in a minimum of two professional development sessions focussed on</p>		<p>1. Teachers will sign in at each professional development session they attend. Examples of professional development would include integrating technology in classroom instruction, effective instructional strategies, utilizing data to improve classroom instruction, and behavior management training focussed on building relationships/ creating a positive classroom environment.</p> <p>2. Staff will learn how to build relationships as they develop cultural competency by attending various opportunities,</p>	<p>stipends =\$18,113.00 fica=\$1,385.65</p> <p>instructor=\$750.00 stipends=\$25,000.00 fica=\$1,912.50</p>

	<p>cultural competency and valuing diversity.</p> <p>3. Professional Learning Communities  Person(s) Responsible - All AHS Staff</p> <ul style="list-style-type: none"> <li>a. The Anderson High School Leadership Team will attend professional development focussed on establishing professional learning communities.</li> <li>b. Anderson High School will establish productive Professional Learning Community Teams at all grade levels. The professional learning teams will meet weekly to share expertise, and work collaboratively to improve teaching skills and the academic performance of students.</li> </ul>		<p>including a graduate level course by an accredited institution and/or other required cultural competency PD. Faculty will receive graduate credit hours or PGPs for completion of the course or PD.</p> <p>3. The Anderson High School leadership team will attend professional development focussed on establishing professional learning communities. Following the training, the leadership team will provide building level professional development for all staff. Agendas, sign-in sheets, and evaluations will be maintained for all professional development sessions.</p>	<p>\$1,500.00</p>
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<p>Family and Community Engagement</p>	<p>1. Grade Level Transitions  Person(s) Responsible: AHS Administrators, HMS Administrators, and Counselors</p> <ul style="list-style-type: none"> <li>a. During the month of December, Anderson High School Freshmen Center staff will plan and organize a visit to Highland Middle School to discuss high school scheduling requirements, extra curricular opportunities, and other important high school information.</li> <li>b. During the month of May, Highland Middle School 8th grade students will visit Anderson High School. Students will take a tour of the building and will learn about AHS academic and behavioral expectations.</li> <li>c. During July, Anderson High School will host a Freshmen Orientation event. Freshmen students and their families will be invited to learn about AHS academic programs, extra-curricular options, and high school procedures and expectations.</li> </ul> <p>2. Parent Advisory Council (PAC) Meetings  Person(s) Responsible - AHS Administrators, Staff, PAC Committee</p> <ul style="list-style-type: none"> <li>a. PAC Committee meetings will be held four times a year to discuss Anderson High School academic progress, attendance information, and concerns or needs. In addition to the regularly scheduled meetings, the PAC committee will</li> </ul>		<p>1. Freshmen Center staff will keep accurate records of all events pertaining to high school transition events. All staff will also keep accurate logs of parent contact and notifications. Sign in sheets will be utilized at Freshmen Orientation and parent evaluations will be collected.</p> <p>2. The PAC (Parent Advisory Council) of AHS advises high school parents and actively reaches out to engage parents in the school's decision-making process and builds a partnership for student achievement among families. The PAC facilitates the interactions</p>	<p>N/A</p> <p>N/A</p>
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	<p>plan and organize events to support parent needs.</p> <p>b. Anderson High School administrators and/or PAC representatives will inform stakeholders (parents, community) of upcoming events via Facebook, Twitter, ACS/AHS websites, radio, and/or television.</p> <p>3. Anderson High School Family/Community Nights  Person(s) Responsible: AHS administrators, AHS staff, AHS families, community members</p> <p>a. Anderson High School will hold two “100 People for 100 Minutes” events to highlight Anderson High School programs, and to promote a positive school culture. Attendees will be provided with information and tools to help their student experience academic success at Anderson High School.</p> <p>b. In coordination with the Anderson High School Career Center staff, Anderson High School will host a College/Career Fair during the Fall semester of each school year. During the College/Career Fair, parents and families will be provided with information related to academic opportunities offered at Anderson High School.</p>		<p>among parents and school leaders. The PAC supports parents participating in school-site governance and advocating education policies that determine the future of our students. Attendance and meetings notes will be kept for each meeting.</p> <p>3. Attendance records and meeting notes will be kept by AHS’s Family Engagement Committee prior to and during each family/community event. Also, meeting and special event information will be available on AHS’s facebook page, twitter account, and school website.</p>	<p>N/A</p>
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## Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – *indicate what areas and interventions the district plans to sustain **AFTER** grant funding, and with what funds the district plans to sustain said interventions.*

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Principal Changes and Flexibility	<p>1. Principal Effectiveness Person Responsible - Principal Mentor</p> <p style="margin-left: 20px;">a. HMS will hire a mentor who will meet with the principal monthly to collaborate on changing the culture of the building for staff and students, increasing academic rigor, and improving student outcomes.</p> <p>2. Principal Professional Development Person Responsible - Principal and Assistant Principals</p> <p style="margin-left: 20px;">a. Principals will attend professional development activities, including IASP, focused on cultural competency, increasing teacher effectiveness, and using data to increase student outcomes.</p> <p>3. Conducting Teacher Evaluations and Flexibility of staff and Master Schedule Person (s) Responsible - Administrative Team</p> <p style="margin-left: 20px;">a. Principals and assistants principals will attend professional development sessions pertaining to teacher effectiveness, evaluations,</p>	Phase one - four	<p>1. Principal has developed effective leadership and mentorship is completed.</p> <p>2. Principal will maintain professional development through the corporation.</p> <p>3. ACS and Administrators will use evaluation system for teachers and principals that take into account student growth and assessments as approved by the DOE.</p>	<p>N/A</p> <p>General Fund</p> <p>General Fund</p>

	<p>best staffing practices, and school culture.</p> <p>b. Building Administrators will conduct a minimum of three evaluations for each AHS teacher.</p> <p>c. Incentives will be provided for teachers who are rated effective or highly effective.</p> <p>d. PAR consulting teachers will provide support and guidance for teachers rated as ineffective or improvement necessary.</p>			
Building Culture	<p>1. Provide support and guidance for students and families  Person(s) Responsible: Life Coach</p> <p>a. AHS will hire a Life Coach to meet with identified students individually or in a group or classroom setting to assess student strengths or weaknesses and to make recommendations to improve student behavior, academic performance, and attendance. The Life Coach will serve as a liaison between the home, school and community agencies such as health, welfare, legal, and other social service agencies (i.e., assist with forms, identifies and assists with obtaining resources, etc.)</p>		<p>1. AHS will secure additional grant funding for the position of Life Coach as the position of Life Coach is vital to Anderson High School's community outreach.</p>	<p>Need to secure additional grant funding funding (salary=\$37,300.00  fica=\$2,853.45  benefits=\$27,051.32)</p>

	<p>2. Social/Emotional Support for students and families  Person(s) Responsible: Social Worker</p> <ul style="list-style-type: none"> <li>a. The Social Worker will provide social/emotional support for students and families.</li> <li>b. The Social Worker will work with students individually and in group settings. The social worker will address the following needs; social services needs, teen pregnancy issues, substance abuse issues, and other various social needs which impede a student's ability to achieve academic success.</li> </ul> <p>3. Student Behavior/Academics  Person(s) Responsible: Building Administrators, Building PBIS Team</p> <ul style="list-style-type: none"> <li>a. Positive Behavior Interventions and Support will improve school and student performance outcomes as documented by PowerSchool discipline logs and student behavior goals. As part of the PBIS implementation, incentives will be purchased to reward students for academic performance and/or positive behavior.</li> <li>b. The PBIS Team will meet monthly in the data room to discuss student referral and attendance data.</li> </ul>		<p>2. ACS will secure additional funding for the position of Social Worker as the position of Social Worker is vital to Anderson High School to address the growing needs of its student body.</p> <p>3. PBIS will provide a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS will remain an integral strategy of AHS's continued success.</p>	<p>Need to secure additional grant funding  (salary=\$37,300.00  fica=\$2,853.45  benefits=\$27,051.32)</p> <p>Funds will be taken from the extracurricular account</p>
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<p>Instructional Programs</p>	<p>1. Academic Interventionists (3)  Person(s) Responsible - AHS Academic Interventionists, AHS teachers</p> <ol style="list-style-type: none"> <li>a. The AHS Academic Interventionists(1-ELA, 1-Math, 1-Content Area) will model classroom instruction, will conduct classroom walkthroughs/evaluations, will disaggregate and disseminate data, and will conduct professional development sessions.</li> <li>b. The Academic Interventionist will monitor student credit progress and will provide counseling and intervention for failing students.</li> </ol> <p>2. Extended learning time  Person(s) Responsible - Administration, AHS Teachers, Coaches</p> <ol style="list-style-type: none"> <li>a. AHS staff members will provide tutoring, homework help, and credit retrieval opportunities for students after the school day. An after school bus will be provided for students who participate in extended learning time.</li> </ol>		<ol style="list-style-type: none"> <li>1. The academic interventionist position will no longer be needed as the AHS staff will now have the necessary tools to maintain and develop instructional calendars, student data, learning log meetings and model instruction.</li> <li>2. Remediation / Enrichment programs will remain offered after school. These programs are essential to AHS improving upon its 5 year goals.</li> </ol>	<p>N/A</p> <p>General Fund for teacher stipends and State Summer School Funding</p>
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	<p>5. College/Career exploration and monitoring  Person responsible: College/Career Coach</p> <ul style="list-style-type: none"> <li>a. The College and Career Coach will provide college/career readiness support to all students. The College and Career Coach will collaborate with the high school counselors in order to ensure that all students are on track to graduate.</li> <li>b. They College/Career Coach will also monitor the academic success of students who are in AP, Dual Credit, and College and Career Classes. All of this information will be updated on the wall in the war room.</li> <li>c. The College and Career Coach will oversee Naviance and its implementation at the high school. The College and Career Coach will train the counselors on Naviance and will provide ongoing support and guidance. All of the high school students will use Naviance for Career Exploration and College planning.</li> </ul> <p>6. Teachers will work with students for 20 days during their preparation period. Teachers will provide instruction and support for small groups of students in</p>		<p>5. The College/Career Coach will maintain detailed logs of all student and parent meetings. The College/Career Coach will provide an agenda and evaluation for each Naviance training session. The College/Career Coach will assist with the updating/monitoring the following information on the AHS Data Wall: graduation progress, career course enrollment, dual credit enrollment, and advanced placement enrollment.</p> <p>6. Teachers will work with students for 20 days during their preparation period. Teachers will provide instruction and support for small groups of students in preparation for the</p>	<p>N/A</p> <p>General Fund</p>
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	<p>preparation for the ECA exam. Teachers will maintain sign in sheets for each day they work with students.</p>		<p>ECA exam. Teachers will maintain sign in sheets for each day they work with students.</p>	
<p>Effectiveness of staff and retainment of staff</p>	<p>1. Teacher evaluations/walkthroughs          Person(s) Responsible: Administrators and Classroom Teachers          a. Anderson High School will recognize and provide incentives for school leaders, teachers, and staff who are implementing Anderson Community School's evaluation tool (PAR rubric) and are rated effective or highly effective.</p>		<p>1. All teachers will have three formal evaluations each school year placing them in one of four categories (Highly Effective, Effective, Needs Improvement or Ineffective). Teachers rated as effective/highly effective will receive financial compensation. Teachers rated as improvement necessary/ineffective will receive support from PAR consulting teachers. Peer Assistance and Review will be utilized to provide support for teachers rated as needs</p>	<p>General Funds</p>

	<p>2. Improve Hiring Practices          Person(s) Responsible: AHS Administrators and ACS Human Resources Personnel</p> <p>a. Anderson High School administrators will attend recruitment fairs to identify highly qualified candidates for all building vacancies.</p> <p>3. Teacher Mini Grants          Person(s) Responsible: ACS Administrators, AHSs staff</p> <p>a. AHS teachers will submit a proposal to school administrators to attend a professional development of their choice. Professional development must be focussed on; integrating technology, effective classroom instruction, and/or cultural competency.</p>		<p>improvement/ineffective. PAR consulting teachers will also be utilized to provide support, guidance, and mentoring for new teachers during their first year in ACS.</p> <p>2. Administrators will compile and continually update a list of highly qualified candidates from which teacher vacancies can be filled.</p> <p>3. AHS teachers will be given the opportunity to apply for mini-grants to attend local, state, or national professional development events. Teachers will submit the mini-grant application to the administrative team for approval. If approved, the professional development and sub costs would be paid through grant funds. Submitted and approved</p>	<p>General Funds</p> <p>Funding from the Educational Foundation or Anderson University</p>
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			<p>proposals will be documented. Teachers who are approved will provide PD or information about their professional development to AHS teachers during faculty meetings/early release days/after-school PD sessions.</p>	
Professional Development	<p>1. Teacher Early Release Days Person(s) Responsible - All AHS Staff a. AHS staff will be provided professional development by qualified individuals from outside agencies. This will be differentiated based upon teacher needs.</p> <p>2. Cultural Competency Person(s) Responsible - All AHS Staff a. All AHS staff will participate in a minimum of two professional development sessions focussed on cultural competency and valuing diversity.</p>		<p>1. Teachers will continue to be offered various PD sessions at which they will sign-in. ACS will budget appropriate funds for teacher stipend.</p> <p>2. Faculty will continually learn how to build relationships. They develop cultural competency by attending various opportunities the administration recommends and provides through the train the trainer model, as AHS maintains its' mission and beliefs.</p>	<p>Title II Professional Development Fund - teacher stipends</p> <p>Title II Professional Development Fund - teacher stipends</p>

	<p>3. Professional Learning Communities  Person(s) Responsible - All AHS Staff</p> <ol style="list-style-type: none"> <li>a. The Anderson High School Leadership Team will attend professional development focussed on establishing professional learning communities.</li> <li>b. Anderson High School will establish productive Professional Learning Community Teams at all grade levels. The professional learning teams will meet weekly to share expertise, and work collaboratively to improve teaching skills and the academic performance of students.</li> </ol>		<p>3. Teachers will continue to review student achievement data to identify a specific standard or standards on which many students are not meeting their goal. AHS will no longer require the services of a consultant to assist as staff will now have the tools necessary to track all AHS data.</p>	N/A
Family and Community Engagement	<p>1. Grade Level Transitions  Person(s) Responsible: AHS Administrators, HMS Administrators, and Counselors</p> <ol style="list-style-type: none"> <li>a. During the month of December, Anderson High School Freshmen Center staff will plan and organize a visit to Highland Middle School to discuss high school scheduling requirements, extra curricular opportunities, and other important high school information.</li> <li>b. During the month of May, Highland Middle School 8th grade students will visit Anderson High School. Students will take a tour of the building and will learn about AHS academic and behavioral expectations.</li> </ol>		<p>1. Administrator will keep accurate records of all events pertaining to eighth to ninth grade transition. Administrators will keep accurate logs of parent contact and notifications to ensure the success of all students.</p>	N/A

	<ul style="list-style-type: none"> <li>c. During July, Anderson High School will host a Freshmen Orientation event. Freshmen students and their families will be invited to learn about AHS academic programs, extra-curricular options, and high school procedures and expectations.</li> <li>d. Anderson High School 10th grade students will visit the Anderson High School College and Career Center (D26) in November to explore academic options for their 11th and 12th grade school years.</li> </ul> <p>2. Parent Advisory Council (PAC) Meetings Person(s) Responsible - AHS Administrators, Staff, PAC Committee</p> <ul style="list-style-type: none"> <li>a. PAC Committee meetings will be held four times a year to discuss Anderson High School academic progress, attendance information, and concerns or needs. In addition to the regularly scheduled meetings, the PAC committee will plan and organize events to support parent needs.</li> <li>b. Anderson High School administrators and/or PAC representatives will inform stakeholders (parents, community) of upcoming events via Facebook, Twitter, ACS/AHS websites, radio, and/or television.</li> </ul>		<p>2. The PAC (Parent Advisory Council) of AHS advises high school parents. and actively reaches out to engage parents in the school's decision-making process and builds a partnership for student achievement among families, The PAC facilitates the interactions among parents and school leaders. The PAC supports parents participating in school-site governance and advocating education policies that determine the future of our students. Attendance and meeting notes will be kept for each meeting.</p>	<p>N/A</p> <p>N/A</p>
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	<p>3. Anderson High School Family/Community Nights</p> <p>Person(s) Responsible: AHS administrators, AHS staff, AHS families, community members</p> <ul style="list-style-type: none"> <li>a. Anderson High School will hold two “100 People for 100 Minutes” events to highlight Anderson High School programs, and to promote a positive school culture. Attendees will be provided with information and tools to help their student experience academic success at Anderson High School.</li> <li>b. In coordination with the Anderson High School Career Center staff, Anderson High School will host a College/Career Fair during the Fall semester of each school year. During the College/Career Fair, parents and families will be provided with information related to academic opportunities offered at Anderson High School.</li> </ul>		<p>3. Community Nights will continue as AHS will seek out community sponsors.</p>	
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## Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. *\*schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

**Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.**

Anderson High School will utilize a video to highlight our staff and student use of data during the 2015-2016 school year. The video will be produced by our Anderson High School media class, which is a joint effort between Anderson Community Schools and the City of Anderson. The video presentation will highlight teachers, administrators, interventionists, and coaches utilizing the AHS “Key Room” (data room) to discuss student data related to; student achievement, graduation progress, behavior incidents, attendance, and college/career class participation. Additionally, the video will highlight AHS students monitoring their own data via individual data progress sheets. AHS teachers will also demonstrate their use of classroom data walls to monitor student academic progress.

## Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as **required**, evidence pieces listed below are recommended.

LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>See Appendix A – Statement of Work</p> <p>Additional budget line items are outlined in Part 9. All requested line items have been reviewed by the ACSC business office to ensure they are reasonable and necessary. We have worked collaboratively with the school level teams to ensure their sustainability plans are manageable.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> <li>● <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i></li> <li>● <i>Statewide and national postings for administrative openings</i></li> <li>● <i>External networking</i></li> <li>● <i>Resumes provided</i></li> <li>● <i>Data examined to demonstrate track record</i></li> <li>● <i>Principal hiring process</i></li> <li>● <i>Principal transfer procedures/policies</i></li> </ul>	<p>See Appendix B – Resumes</p> <p>See Appendix C – Hiring Procedures</p> <p>See Appendix G – Letters of Support</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> <ul style="list-style-type: none"> <li>● <i>School Board Assurances</i></li> </ul>	<p>See Appendix D – Board Policies to Support School Flexibility</p> <p>See Appendix E – Assurances</p> <p>See Appendix F – Board Minutes</p>

<ul style="list-style-type: none"> <li>● <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>● <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></li> </ul>	
<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> <ul style="list-style-type: none"> <li>● <i>Superintendent Assurance</i></li> <li>● <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>● <i>Superintendent SIG Presentation</i></li> <li>● <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></li> </ul>	<p>See Appendix E – Assurances</p> <p>See Appendix F – Board Minutes</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> <ul style="list-style-type: none"> <li>● <i>Teacher Union Assurance</i></li> <li>● <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	<p>See Appendix H - Teacher Union Documents</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> <li>● <i>Teacher Union Assurance</i></li> <li>● <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> <li>● <i>Principal ownership in staff hiring process</i></li> </ul>	<p>See Appendix C – Hiring Procedures</p>

<ul style="list-style-type: none"> <li>● Detailed and descriptive staff hiring process <ul style="list-style-type: none"> <li>○ Staff transfer policies and procedures</li> <li>○ Staff recruitment, placement, and retention procedures</li> </ul> </li> </ul>	
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. <b>District has included its monitoring process and it includes, at minimum, the following required pieces:</b></p> <ul style="list-style-type: none"> <li>● Monthly Monitoring of SIG Programming and Implementation</li> <li>● Evaluation System for Programming and Implementation of SIG</li> <li>● Data Review Plan</li> <li>● Special Populations Review Plan</li> <li>● Fiscal Monitoring Plan</li> <li>● Timeline and Responsible Parties for all above plans</li> </ul>	<p>See Appendix I – District Performance Evaluation Processes</p> <p>See Appendix A – Statement of Work</p> <p>The SIG Committee, including teachers, building administrators, and district administrators will meet monthly to monitor all aspects of the improvement plan implementation. The LEAs Title 1 Coordinator and Chief Financial Officer will conduct fiscal monitoring of the grant. The Academic Interventionist will oversee the daily implementation of the SIG programming. This person will work directly with the Title 1 Coordinator to ensure all aspects of the SIG are reviewed and met. Special populations will be monitored weekly within the building level war room/data room. Leadership team members will review academic, attendance, and behavioral data for the subgroup populations and report this data out at weekly meetings. Proactive plans will be made upon the conclusion of these weekly leadership team meetings to determine steps to be taken in order to assist the struggling students within the subgroup populations. Surveys will be conducted of staff upon completion of each professional development activity in order to assess the effectiveness of the training. Staff, students, guardians, and community stakeholders will be surveyed annually to assess the progress of cultural change to the building.</p>

In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment.  
Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	x		ACSC has a full time Title I Coordinator on staff who will oversee the implementation of the SIG program. She will ensure that all assurances are being met throughout the life of the grant. She will assist the schools in preparing for all IDOE monitoring visits as well. ACSC schools awarded the SIG will follow their plan as written and will be required to gain the approval of the SIG Committee before requesting a budget modification for the SIG.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	x		At the district level, the SIG Program will be assigned to Amanda McCammon and Pam Storm. Amanda McCammon is the Assistant Superintendent of College & Career, Community Engagement, & Secondary, and has 4 years of experience managing the Carl D. Perkins Grant and the Adult Education Grant. Pam Storm is the Title I Coordinator and has several years of experience in grant management.
3. School's SIG plan addresses needs of all students and subgroup populations.	x		All activities planned within the SIG program application for ACSC were planned with all students in mind. The specific data from each subgroup was analyzed and plans were designed around addressing the needs of not only the subgroups but the student body as a whole. From PBIS to extended day hours, all programs ACSC schools would implement, if awarded the SIG, would benefit all students from that specific building.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	x		Both HMS and AHS will utilize the Blackboard Messaging System to notify parents of special events and engagement nights. We will continue to hold community forums to elicit feedback from parents and various stakeholders on the planning and implementation of the SIG. Information and updates regarding the SIG will also be included in school newsletters and Board reports.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.	x		ACSC has never applied for the SIG program.
6. District has had one or more findings in one or more of the last three years from		x	The district has had no findings as of this date in reports filed over the last three years.

State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.			
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.		x	The district <u>has had</u> such a visit in the last three years.
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		x	The district <u>has not been</u> in excess carry-over in the last three cycles.

## Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider. **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.**

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:

Capacity Task	District Evidence
(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;	See Appendix B – Resumes & Vitae  ACSC reviewed several various external providers, but determined that the providers selected would best assist our schools in reaching the academic and professional goals set forth in the grant application.
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	See Appendix A – Statements of Work
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	See Appendix A – Statements of Work
(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.	See Appendix A – Statements of Work
(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of	See Appendix A – Statements of Work

school expectations for External Provider must be provided. ***Prior to an external provider work beginning, LEA must receive approval from IDOE.***

## Part 9: Budget

Complete the budget spreadsheet for each year of SIG (the yearly budget as would be completed in the application system) – COMPLETE ALL TABS in the spreadsheet (*total funding tab will populate on its own. You do not need to complete this tab.*).

Please also complete the DISTRICT Sustainability budget for SY 2020-2021, detailing the sustainability plan for AFTER SIG funding – *indicating what areas and interventions the district plans to sustain AFTER grant funding.* Additionally, complete the funding alignment for the DISTRICT sustainability year indicating what funds will be used.

Budget spreadsheets should be completed and turned in with the full application.

SY 2015-2016		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction	\$113,475.00		\$8,680.85				\$22,200.00	\$17,500.00			\$161,855.85	
21000	Support Services - Student	\$269,578.00		\$182,930.34								\$452,508.34	
22100	Improvement of Instruction (Professional Development)	\$83,113.00		\$6,129.65		\$45,000.00		\$28,264.00				\$162,506.65	
22900	Other Support Services					\$2,583.60			\$3,000.00			\$5,583.60	
25191	Refund of Revenue											\$0.00	
26000	Operation and Maintenance							\$25,000.00				\$25,000.00	
27000	Transportation							\$27,000.00				\$27,000.00	
33000	Community Service Operations							\$1,000.00	\$7,500.00			\$8,500.00	
60100	Transfers (interfund)											\$0.00	
	<b>Column Totals</b>	\$466,166.00	\$0.00	\$197,740.84	\$0.00	\$47,583.60	\$0.00	\$103,464.00	\$28,000.00	\$0.00	\$0.00		
												<b>Total Budget</b>	<b>\$842,954.44</b>

<b>Supplies</b>	<b>Property: Technology</b>	\$0.00
(11000, 22900, 33000) PBIS supplies, marketing materials	(26000, 11000) wireless access points, Chromebooks, Naviance	
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>	
	(27000) ext. learning buses, PD travel/mileage, transition visit buses	
<b>Professional Services</b>	<b>Staffing</b>	
(22100, 11000) principal PD, teacher stipends, substitute teacher pay, BSU instructor, PLC conf registration	(21000, 11000, 22900) mentor, life coach, social worker, academic interventionists, teacher tutors, 8 Step consultant, College/Career Coach	

SY 2016-2017		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction	\$199,725.00		\$15,279.00				\$12,705.00				\$227,709.00	
21000	Support Services - Student	\$269,507.00		\$182,924.90								\$452,431.90	
22100	Improvement of Instruction (Professional Development)	\$63,113.00		\$4,828.15		\$5,000.00		\$26,750.00				\$99,691.15	
22900	Other Support Services					\$1,291.80			\$3,000.00			\$4,291.80	
25191	Refund of Revenue											\$0.00	
26000	Operation and Maintenance											\$0.00	
27000	Transportation							\$16,000.00				\$16,000.00	
33000	Community Service Operations							\$1,000.00	\$6,500.00			\$7,500.00	
60100	Transfers (interfund)											\$0.00	
	<b>Column Totals</b>	\$532,345.00	\$0.00	\$203,032.05	\$0.00	\$6,291.80	\$0.00	\$56,455.00	\$9,500.00	\$0.00	\$0.00		
												<b>Total Budget</b>	<b>\$807,623.85</b>

<b>Supplies</b>	<b>Property: Technology</b>
(11000, 22900, 33000) PBIS supplies, marketing materials	(26000) Naviance
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
	(27000) ext. learning buses, PD travel/mileage, transition visit buses
<b>Professional Services</b>	<b>Staffing</b>
(22100, 11000) principal PD, teacher stipends, substitute teacher pay, BSU instructor, conference fees	(21000, 11000, 22900) mentor, life coach, social worker, academic interventionists, teacher tutors, 8 Step consultant, College/Career Coach

\$0.00