

A signed copy of the assurances is due to IDOE by Wednesday, May 14. Assurances should be submitted to the 1003g@doe.in.gov email address. Updated grant changes, budgets, or additional requested information is not due with the signed assurances on May 14. IDOE staff will visit your school in May to discuss further steps with the documentation and assurance collecting.

Possible Interventions	Transformation Principles	Evidence and Assurance
<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record. Principal was replaced within the past two school years with one that has evidence of a proven track record. Principal not replaced in the last two school years, but district has provided evidence of track record and assurances of support for principal. 	<p><i>Replace the principal who led the school prior to implementing the model</i></p>	<ul style="list-style-type: none"> Principal is not replaced – Evidence submitted for the Student Achievement Plan assures that the LEA supports the continued leadership from the current principal and her ability to lead turnaround efforts at the school.
<ul style="list-style-type: none"> Use of approved evaluation system that uses multiple assessments to measure academic growth. 	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>	<ul style="list-style-type: none"> The school has implemented the TAP evaluation system. Please provide a copy of the evaluation system. Provided as attachment
<ul style="list-style-type: none"> Rewards are determined using tools and rubrics that are data driven and reflect an increase in student achievement. Provide additional resources in classrooms via teacher grants or rewards. Provide staff with leadership opportunities. Provide collaboration time for staff. Provide additional professional development reading and literature resources. Provides comprehensive, effective, and logical process for assisting teachers who are not improving and for removing teachers when they continue to not improve student growth. 	<p><i>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</i></p>	<ul style="list-style-type: none"> Staff day will be extended by one hour to allow for collaboration. TAP requires weekly professional development. 8-Step requires regular data meetings.
<ul style="list-style-type: none"> Topics of professional development relate to school goals and teacher and student needs. Professional development has an emphasis on instructional strategies to support special populations. Implement a system of peer support and assistance to foster the needs of educators. 	<p><i>Provide high quality, job-embedded professional development</i></p>	<ul style="list-style-type: none"> Professional Development (PD) is provided during TAP meetings, extended staff time for 2014-2015. Please provide a PD calendar for 2014-2015, including time for Expeditionary Learning training.



<p>specialists to support educators who serve special populations.</p> <ul style="list-style-type: none"> • Restructure school leadership team to dramatically increase time available for instructional leadership. • Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students. • Professional development is conducted weekly through job-embedded opportunities at the school. • Professional development includes vertical and horizontal collaboration, coaching, mentoring, data analysis, and determining appropriate curriculum and instruction. • Leadership follows-up on professional development through walk-thrus and teacher time with coaches. 		
<ul style="list-style-type: none"> • Implement staff re-commitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties. • Offer job promotions. • Improve working conditions. • Provide mentors and/or coaches to all staff. • Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students from special populations. • Implement a comprehensive induction program for new teachers. 	<p><i>Implement strategies to recruit, replace, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>	<ul style="list-style-type: none"> • Increased staff time by one hour. • Compensation for time on professional development and parental involvement activities outside of contracted time. • TAP system of evaluation and support to teachers is being implemented.
<p>Students</p> <ul style="list-style-type: none"> • Extend the school day, or year, to include additional learning time for all students. • Increase advanced coursework opportunities for students. • Increase student access to career, 	<p><i>Provide increased learning time for students and staff</i></p>	<ul style="list-style-type: none"> • Teacher day will increase by one hour. • Additional learning time for <u>all students</u> is a requirement of this grant – time must be extended in an extended day, week, year, summer or after school

<p>technical, or credentialing programs.</p> <ul style="list-style-type: none"> • Offer double-doses in core content areas to struggling students. • Provide before/after/summer/weekend school enrichment and intervention programs for all students. <p>Staff</p> <ul style="list-style-type: none"> • Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically. • Implement PLC time with focused professional development topics, differentiated for staff needs and interests. • Provide opportunities for career internships. • Partner with local universities to offer graduate level classes to your teaching staff. 		<p>opportunity.</p> <ul style="list-style-type: none"> • Please add extended learning opportunities to the grant. Additional costs for teachers, transportation, supplies, etc. should be submitted through a revised budget. • In 2013-14 there was an additional 30 min. of learning time added to the student day. This will continue in 2014-15 for Chamberlain Elementary.
<ul style="list-style-type: none"> • Conduct a comprehensive community-wide assessment to identify major factors significantly affecting the academic achievement of students in the school. • Implement culturally competent family and community engagement programs focused on instruction and academic performance. • Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families. • Review and change student enrollment and placement processes to increase family engagement and improve student outcomes. • Engage community partners to provide wrap-around services for students and families. • Establish community partners. 	<p><i>Provide mechanisms for family and community engagement</i></p>	<ul style="list-style-type: none"> • Monthly family outreach nights • Monthly PTO meetings • Annual Parent-Teacher conferences • Monthly newsletters • Parent surveys • Principal Breakfasts • Guidance Counselor groups • Increase hours to allow for hours of evening events to support family learning and engagement • Please provide a schedule of family events for the 2014-2015 school year • Provided as attachment • Additional time for participating in family events will be covered by grant; there are no funds budgeted. Please add if funds are to be budgeted from this grant • The Parent Liaison adjusts her time to compensate for evening events and the staff attendance is voluntarily.

Evidence and Assurance of Transformation Principles

		<ul style="list-style-type: none"> • Parent Liaison – how will this position be supported? Please add if funds are to be budgeted from this grant. • The Parent Liaison is paid from the general fund and is sufficient to meet the needs of the grant. • Please provide a brief explanation of what social, emotional, or health services will be available for students and families of this school. • Guidance Counselor lessons in classrooms, as well as small group support. • Community Wrap Around Services. • Maple City Health Care Partnership with Chamberlain Elementary to provide healthcare that can be paid by vouchers that are given by giving to the community, through service. • Goshen Community Schools sponsors a health fair that all students are invited to and can receive services. • There is a FFVP (Fresh Fruits Vegetables Program provided for students 2-3 times per week. • Food Backpacks are sent home for the weekend with students that are in need. • Boys and Girls Club partnership with Chamberlain Elem. The facility borders our grounds, a significant percent of our students spend their evening at the Club. • Two local churches have “adopted” Chamberlain Elementary and provide support to our students and families in the form of financial assistance, providing winter
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Evidence and Assurance of Transformation Principles

		<p>clothing, food pantries, a place to wash laundry free of cost, counseling for grieving students and support for staff throughout the year for classroom needs.</p> <ul style="list-style-type: none"> • Guidance counselor provides career education in the form of a luncheon for local professionals to come and educate and work with 5th grade students. There is also a monthly career café for 3rd graders to attend a lunch and a speaker comes to share their career and answer questions. • Please provide a brief explanation of community partnerships. • Please see above
<ul style="list-style-type: none"> • Complete a school audit of the use of school funds to guide staffing decisions and implement findings. • Reallocate resources to increase support for direct instruction of students at-risk of failure. • Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule. • The School Board, Superintendent, and Teacher Union are 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><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>	<ul style="list-style-type: none"> • Evidence provided.
<p>LEA</p> <ul style="list-style-type: none"> • Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule. • Implement a culturally competent tiered system of support focused on student psycho-social health. • District staff has a process for monitoring and supporting the implementation of the selected 	<p><i>LEA provides operational flexibility (staffing, calendars/time and budgeting flexibility) and sustained support to school with ongoing, intensive technical assistance and support of an External Provider (if applicable)</i></p>	<ul style="list-style-type: none"> • Please provide evidence of monitoring documents, processes, and calendar that will occur to ensure implementation of the school improvement model (if different from TAP documents). • Through the TAP system there is a supportive annual school review conducted by

<p>improvement model which may include: <i>Professional Development and Curriculum/Assessment Calendars, Parent Requirements, Monitoring and Evaluation Systems, Leadership Support, Data Review, Special Population Review, and Fiscal Monitoring.</i></p> <ul style="list-style-type: none"> • Multiple academic supports for teachers, students, and principals are provided throughout the year. <p>External Provider (if applicable)</p> <ul style="list-style-type: none"> • Contract with a vendor or partner with an evidence-based, effective track record of success to support the school (i.e. – organization, university). • Have a clear timeline of commitment and implementation from the provider. • External Providers are working to build internal capacity within the school. • Evaluation system for External Provider in place – an assessment of their services: including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs. 		<p>NIET (National Institute for Excellence in Teaching) to review the process of TAP in the school. The weekly cluster PD is addressed during this visit as well as monitoring the strategy and instruction of the school. Leadership is monitored in the site review as well.</p> <ul style="list-style-type: none"> • The TAP Leadership Team is evaluated 4 times annually by assistance superintendent and the Tap Regional Coordinator to insure effectiveness of professional development and leadership. • Monthly supervision meetings are conducted between the school principal and assistant superintendent to address needs, evaluate data and overall school improvement in areas of increasing student achievement and staff effectiveness.
<ul style="list-style-type: none"> • Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring. • Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core. • Provide multiple assessments and data points through technology- 	<p><i>Use data to implement an aligned instructional program</i></p>	<ul style="list-style-type: none"> • Assessment review and data to inform instructional program are built into the 8-Step process.

<p>based recourses for the school to align its instructional program.</p> <ul style="list-style-type: none"> • Provide intensive and ongoing professional development for staff in conducting and use assessments and the data they provide. 		
<ul style="list-style-type: none"> • Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core. • Implement a comprehensive drop-out prevention and re-entry program. • Provide weekly frequent structured time for teachers to collaborate and analyze student data and make instructional decisions. • Provide extended, job-embedded professional development that includes observations and coaching to increase knowledge of differentiated instruction. 	<p><i>Promote the use of data to inform and differentiated instruction</i></p>	

The LEA must review each of the principles above, as well as the evidence and assurances. In signing below, the LEA commits to:

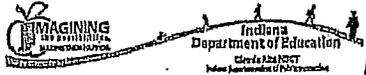
- 1. Updating the grant and/or providing documentation of any additional assurances requested above.**
- 2. Implementing all pieces of evidence already included in the grant proposal, as well as any additions provided.**

Superintendent Name	Superintendent Signature	Date
School Board Member Name	School Board Member Signature	Date
Union Representative Name and Role	Union Representative Signature	Date
Title I Program Administrator Name	Title I Program Administrator Signature	Date



Evidence and Assurance of Transformation Principles

Principal Name	Principal Signature	Date



Evidence and Assurance of Transformation Principles

<p>out prevention and re-entry program.</p> <ul style="list-style-type: none"> • Provide weekly frequent structured time for teachers to collaborate and analyze student data and make instructional decisions. • Provide extended, job-embedded professional development that includes observations and coaching to increase knowledge of differentiated instruction. 		
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1. Updating the grant and/or providing documentation of any additional assurances requested above.
2. Implementing all pieces of evidence already included in the grant proposal, as well as any additions provided.

Superintendent Name <i>Dr. Diane Woodworth</i>	Superintendent Signature <i>Dr. Diane Woodworth</i>	Date <i>5-13-14</i>
School Board Member Name <i>Jane Troup</i>	School Board Member Signature <i>Jane E. Troup</i>	Date <i>5-13-14</i>
Union Representative Name and Role <i>Regina Goodman, President</i>	Union Representative Signature <i>Regina A. Goodman</i>	Date <i>5-13-14</i>
Title I Program Administrator Name <i>Mary Kay Longacre</i>	Title I Program Administrator Signature <i>Mary Kay Longacre</i>	Date <i>5-13-14</i>
Principal Name <i>Kimberly Branham</i>	Principal Signature <i>Kimberly Branham</i>	Date <i>5-13-14</i>