



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

application for EACH school applying for 1003(g)

**Title I – 1003(g) School
Improvement Grant
2015-2016 School Year
Grant Application
LEAs must submit an**

Part I: Grantee Information

Applicant Information

School Corporation/Eligible Entity	Charter School of the Dunes		Corp #	9310	
School	Charter School of the Dunes		School #	1535	
Superintendent Name	Dr. Joi Patterson		Email	jpatterson@csdunes.org	
Title I Administrator Name	Tara Stachowiak		Email	tstachowiak@csdunes.org	
Principals	Tara Stachowiak and Constance Smith		Email	tstachowiak@csdunes.org csmith@csdunes.org	
Mailing Address	7300 Melton Road	City	Gary	Zip Code	46403
Telephone	219.939.9690	Fax	219.939.9031		
Total Funding Request	\$1,510,500				

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

1003(g) LEA application released	May 27 th , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 th at 2 pm May 29 th at 10 am
Open calls for prospective schools	June 2 nd at 2 pm; June 4 th at 10 am; June 10 th at 2 pm
Technical assistance for prospective schools	June 17 th at 12-4:30 pm; June 19 th at 12-4:30 pm
LEA applications due	July 7 th , 2015

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).

- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

The LEA must check each waiver that the LEA will implement

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature: [Signature] Date: 2-7-15

Title I Administrator: [Signature] Date: 2-7-15

Principal Signature: Tanachowskiak Date: 2-7-15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Dr. Joi Patterson	Superintendent and President
Tara Stachowiak	Principal
Constance Smith	Principal
Marikite Segrest	Business Manager
Brian Kates	Consultant (Orbital)
Geoffrey Cherry	Consultant (Orbital)
Kelly Bennett	RTI Literacy Coach
Crystal Weems	RTI Behavioral Coach

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

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Parents as Partners Meeting	5/26/15	16	4	3	1	N/A	27	Superintendent gave a presentation on the schools transformation efforts, including: leadership restructuring, transitions for SY2015-16, and strategic planning initiatives. Superintendent also solicited live feedback from parents during the meeting.
Parent Evaluation Form	5/26/15	Submitted Form				N/A		Superintendent distributed a Parent Evaluation Form, requesting feedback on: what’s working well, what needs improvement, suggested improvements, suggested parent engagement activities, and any other feedback as appropriate.
Authorizer Meeting (CCSJ)	6/1/15			3		N/A		Superintendent and Principals met with the authorizer to discuss the SIG application and CSD’s strategic planning process.
CSD Board of Directors Meeting	4/28/15	10	4	5	5	N/A		CSD Board of Directors discussed the SIG grant application with Superintendent and Principals.
Strategic Planning Meeting	5/12/15		2	4	5	N/A		Superintendent led strategic planning session focused on SY2015-16 and long-term strategic initiatives.
Strategic Planning Meeting	5/26/15		1	4	4	N/A		Superintendent led strategic planning session focused on SY2015-16 and long-term strategic initiatives.
Strategic Planning Meeting	6/9/15		3	4	4	N/A		Superintendent led strategic planning session focused on SY2015-16 and long-term strategic initiatives.

Describe process and comments from Family and Community Input:

- How and when was information shared?
- What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input	
Family	<p>Information was shared with CSD families through the Parents as Partners Forums. The Superintendent and Principals scheduled and hosted a meeting with families to discuss the SIG grant as well as their input for:</p> <ol style="list-style-type: none">1. CSD strengths2. CSD areas for improvement3. Suggested improvements or changes4. Suggested activities for parent engagement <p>The Superintendent and Principals discussed the focus of the SIG program as well as CSD's initial plans for developing a grant program. They covered five primary areas of discussion:</p> <ol style="list-style-type: none">1. Student Learning2. Curriculum and Curriculum Resources (i.e. Technology)3. Communication4. Culture5. Parent Involvement and Engagement <p>A high number of the feedback provided by families aligned with CSD's current thinking. Examples include:</p> <ol style="list-style-type: none">1. Better alignment of curriculum;2. Improved consistency of instructional staff;3. Improved school culture;4. Too high of a focus on negative behavior vs. positive behavior;5. Improved teacher interaction with parents; <p>Parent feedback influenced the design of the application by highlighting the need for consistent and frequent communication between staff and parents. Working with the RTI Coaches and incorporating parent feedback, it was clear that instructional staff need to develop better relationship with parents in order to engage parents in their student's learning as well as to better enable parents to help their child learn. The feedback also indicated that teachers need coaching on how to engage with parents, including the level of assertiveness, consistency in communication, and the their general approach to the conversations.</p>

Community	CSD
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Part 3: Schools to be Served by LEA

Schools to be Served by LEA – ALL schools who qualify must be listed				
School Name	Grade Span	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school		No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
		Priority (P) Focus (F)	Selected Model	
Charter School of the Dunes	K-12	Priority	Transformation	

Part 4: Needs Assessment and Goals

Complete the table below for each available subgroup that did *not* pass in English/language Arts and/or mathematics.

This section identifies the school's needs assessment and goals – there is not a “required” number of subgroups which should be designated as “High, Med, Low” Risk.

Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups - ELA	2013 % of this group passing	2014 % of this group passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
All Students	51.44%	51.44%	N/A – All Students	56.44%	61.44%	68.44%	75.44%	80.44%
African American	51.20%	51.20%	Comparable Performance	56.20%	61.20%	68.20%	75.20%	80.20%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	30.14%	30.14%	Significant Failure – 21% difference in performance vs. school rate	35.14%	40.14%	50.14%	60.14%	68.14%
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Lunch	52.74%	52.74%	Comparable Performance	57.74%	62.74%	69.74%	77.74%	82.74%
HS required - % of non-passers of ECA who pass by 12 th grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Student Groups - Math	% of this group passing	% of this group passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
All Students	49.29%	49.29%	N/A – All Students	54.29%	59.29%	66.29%	74.29%	79.29%
African American	49.21%	49.21%	Comparable Performance	54.21%	59.21%	66.21%	74.21%	79.21%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	25.68%	25.68%	Significant Failure – 24% difference in performance vs. school rate	30.68%	35.68%	45.68%	55.68%	63.68%
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Lunch	47.78%	47.78%	Comparable Performance	52.78%	57.78%	64.78%	72.78%	77.78%
HS required - % of non-passers of ECA who pass by 12 th grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Complete the table below for your **overall student population**.

Overall Achievement	BASELINE SY 2013-2014	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	41.30%	46.30%	51.30%	58.30%	66.30%	70.00%
Percent of students proficient on ISTEP (ELA) (3-8)	55.41%	60.41%	65.41%	72.41%	80.41%	85.41%
Percent of students proficient on ISTEP (Math) (3-8)	54.55%	59.55%	64.55%	71.55%	79.55%	84.55%
Percent of students proficient on IREAD (Spring Test Only) (3)	55.81%	60.81%	65.81%	72.81%	80.81%	85.81%
10 th grade ECA pass rate (English 10)	36.17%	N/A	N/A	N/A	N/A	N/A
10 th grade ECA pass rate (Algebra I)	32.35%	N/A	N/A	N/A	N/A	N/A
Non-Waiver Graduation Rate – HS only	100%	N/A	N/A	N/A	N/A	N/A
College enrollment rates – HS only	First graduating class, still collecting data	N/A	N/A	N/A	N/A	N/A

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school day that students are required to attend school	360 minutes	360 minutes	390 minutes	390 minutes	390 minutes	390 minutes
2. Number of daily minutes of math instruction	90 minutes	90 minutes	120 minutes	120 minutes	120 minutes	120 minutes
3. Number of daily minutes of ELA instruction	90 minutes	90 minutes	120 minutes	120 minutes	120 minutes	120 minutes
4. Dropout rate – HS only	0.00%	N/A	N/A	N/A	N/A	N/A
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	93.21%	93%	94%	95%	96%	97%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	46 students	N/A	N/A	N/A	N/A	N/A
7. Number of students completing dual enrollment classes – HS only	10 students	N/A	N/A	N/A	N/A	N/A
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only	6 students	N/A	N/A	N/A	N/A	N/A
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School 	LSY LSD SS WES	LSY LSD SS WES	LSY LSD BAS SS WES	LSY LSD BAS SS WES	LSY LSD BAS SS WES	LSY LSD BAS SS WES
10. Discipline incidents – number of suspensions and/or expulsions	614 suspensions 10 expulsions	300 susp. 6 exp.	200 susp. 5 exp.	150 susp. 4 exp.	125 susp. 3 exp.	125 susp. 2 exp.
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	4 truants	3 truants	3 truants	2 truants	1 truant	1 truant
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	Level 1 (IN): 7 Level 2 (IMP): 3 Level 3 (EF): 7 Level 4 (HEF): 3 Level 5 (MSTR): 3	Level 1: 3 Level 2: 3 Level 3: 10 Level 4: 4 Level 5: 3	Level 1: 1 Level 2: 3 Level 3: 10 Level 4: 6 Level 5: 3	Level 1: 1 Level 2: 2 Level 3: 10 Level 4: 6 Level 5: 4	Level 1: 1 Level 2: 2 Level 3: 8 Level 4: 7 Level 5: 5	Level 1: 1 Level 2: 1 Level 3: 8 Level 4: 8 Level 5: 5
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	97.03%	97.50%	98.00%	98.00%	98.50%	98.50%

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data above and address the subgroup needs identified.**

OVERVIEW

Charter School of the Dunes (CSD) terminated the former Superintendent and Chief Financial Officer (CFO) just before the start of the 2014-15 academic year due poor financial management and academic performance. After the termination, the Assistant Principal transitioned to the Principal position during the transition period. During the 2014-15 academic year, the school has been without a Superintendent and CFO and engaged a turnaround management firm, Orbital, to improve its financial operations while it searched for a replacement Superintendent.

On February 15, the Board of Directors of Charter School of the Dunes finalized a contract for a new Superintendent, who began work part-time after signing the contract and started full-time on June 15. Dr. Joi Patterson is the former Vice President of Academic Affairs and Chief Operating Officer for Calumet College of St. Joseph and brings significant experience to Charter School of the Dunes. Dr. Patterson serves as the school’s leader, providing instructional and operational direction and oversight to all aspects of the school.

Instructional Programs	
LEA analysis	<p>Through data analysis and observations, the following conclusions were made regarding the CSD instructional programs:</p> <p>Areas of Strength:</p> <ul style="list-style-type: none"> • Student Attendance: Relatively high student attendance rates at 93.21%. • Graduation Rate: High school graduation rate of 100%. • Extended Learning Time: Multiple structures for extended learning time for all students. • Higher-Level Learning Opportunities: Offer Advanced Placement and Dual Enrollment classes. • Growth: High percentage of students demonstrating growth in Math and Reading on the NWEA MAP, at 69% for both subjects. • ISTEP Cohort Analysis: Percent of students scoring proficient or advanced in comparison to the surrounding district grows from 3rd grade to 8th grade (using 2009-2014 data). <p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Tight Instructional Systems: High level of teacher independence for determining lesson plans and class scope and sequence combined with limited teacher observations and feedback. • Behavior Management: Lack formal structure for behavior management, including classroom routines, common behavior language, widely accepted and communicated behavior standards, and consistent application by all staff. This is evidenced by the high number of behavioral incidents, i.e. suspensions, during the FY2014-15 academic year. • ISTEP School-Wide Results: Relatively poor academic performance in 2014 based on percent of students scoring proficient or advanced in comparison to CSD school results for previous years. • ISTEP Grade Level Results: Lower percentage of CSD students scoring proficient or advanced on the ISAT in grades 7 and 8 vs. grades 3 and 4.

	<ul style="list-style-type: none"> • ISTEP Cohort Analysis: There are very few cohorts showing a growth trend using 2009 to 2014 data (limited to cohorts with at least three years of data). • NWEA Math: NWEA MAP analysis shows a very low percentage of students that are at or above grade level in Math, at 27%. • NWEA ELA: NWEA MAP analysis shows a low percentage of students that are at or above grade level in ELA, at 40%.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>CSD has determined a comprehensive and cohesive plan for improving its instructional programs and academic performance. The plan has five major components for developing tighter academic systems, more robust learning objectives and standards, better usage of data and accountability practices, and better feedback and professional growth opportunities for teachers.</p> <ol style="list-style-type: none"> I. Increasing Teacher Effectiveness II. Instructional Staffing and Compensation III. Academic Model and Curriculum Structure IV. Community Outreach and Parent Engagement <p>Increasing Teacher Effectiveness <u>Teacher Evaluation System</u></p> <p>CSD will design and implement a rigorous, transparent, and equitable Evaluation System for instructional staff and principals in order to promote the continuous improvement and development of staff, target professional develop opportunities, and guide staffing decisions to best meet the needs of CSD students. The Evaluation System will be designed using the Indiana Department of Education (IN DOE) RISE Evaluation and Development System integrated with Interstate Teacher Assessment and Support Consortium (InTASC) and National Board for Professional Teaching Standards (NBPTS) standards. The Evaluation System will have the following:</p> <ol style="list-style-type: none"> 1. Four Performance Levels for differentiating instructional staff performance 2. Walk-Throughs and Monitoring: <ol style="list-style-type: none"> a. Daily 10 minute, informal walk-throughs b. Formal observations 3. Clear instruction and lesson planning rubrics 4. Four evaluation components: <ol style="list-style-type: none"> a. Planning: Teacher effectively plans and develops lessons aligned with CSD’s academic standards that meet the needs of individual students and foster an engaged learning environment. b. Instruction: Teacher understands and effectively uses instructional methods and assessments that meet the needs of individual students. c. Leadership: Teacher engages in Professional Development opportunities, takes an active responsibility in the learning of his or her students, and seeks our and appropriate leadership roles. d. Student Learning: Teacher provides formative and on-going interim assessments to track the progress of students (i.e. Accelerated Reading) and quarterly and annual summative assessments to track overall progress against standards (i.e. NWEA MAP).

Professional Development opportunities will be selected and designed to meet the needs of instructional staff based on evaluations and individual areas for growth. Initial targeted Professional Development areas will be:

1. Data: Using data in the classroom to inform instructional strategies.
2. Technology: Technology driven instruction in the classroom.
3. Math Technology: Deep dive into math intervention and practice programs.

During SY2014-15, CSD instructional staff performed below expectation, with ten teachers scoring Level II or lower. The results of those performance evaluations have influenced CSD's construction of this application, including increasing the use of technology in the classroom, with an emphasis on Math intervention, and an increased use of data via RTI.

New Teacher Induction and Training

CSD will develop new teacher induction and training that enables all new staff to better understand the CSD culture, expectations, and instructional practices. The training will be held annually for two weeks from prior to the start of school-wide instructional activities prior to the opening of school. During the implementation of SIG interventions, all CSD staff will participate in the teacher induction and training.

- Culture: The induction process will introduce new instructional staff to the CSD culture, including its partnership with NEU and the practices and language from NEU.
- Expectations: Clear introduction and training around building and classrooms procedures, behavior management, support systems, and the Evaluation System and performance evaluation rubric.
- Instructional Practices: Detailed training on academic standards, student data, classroom observations, technology support tools, and RTI and RTI instructional coaches.

From the 2014-15 to 2015-16, CSD will have teacher attrition of 30%. CSD believes that clear and consistent school culture is critical in creating a high-performing school. With a significant number of new staff joining, it will be important for CSD to provide the proper induction and training around what it means to teach at CSD.

Formative Assessment Training

CSD will incorporate formative assessments into its instructional practices to continuously monitor student progress so instructional staff have the necessary data to adjust instruction strategies to best meet individual student needs. Formative training will include:

1. NWEA Measures of Academic Progress (MAP): CSD administers the NWEA MAP three times during the school year: Fall, Winter, and Spring. Training will help teachers better understand and interpret MAP results and how to adjust instruction strategies based on MAP results.
2. Interim Assessments: CSD will provide teachers with training in the development and administration of interim assessment specifically related to their curriculum and lesson plans. Pre and post interim assessment provide instructional staff with strong data for determining the effectiveness of instructional strategies for specific content areas as well as individual students that are excelling or falling behind in specific content areas.

Justification:

NWEA MAP data has been incorporated into annual reports but has not informed instructional strategies during year, most notably during mid-year performance and data reviews. The additional use of interim assessments is a primary intervention for CSD's transformation plan. Training and on-going professional development for the use and development of formative assessments will be critical to this intervention, generally for instructional staff and with regards to Response to Intervention (RTI).

Instructional Staffing and Compensation

Performance-Based Teacher Compensation Model

CSD will work with Orbital, a third party provider, to develop a Performance-Based Teacher Compensation Model. The compensation model will have three primary components:

1. Aligned with the Teacher Evaluation System;
2. Provide a clear Leadership Pathway for high performing instructional staff; and,
3. Incentivize and reward high performing instructional staff.

CSD will use the Compensation Model to recruit and retain high performing staff by creating a transparent system for financially rewarding instructional staff success and a clear pathway for instructional staff grow professionally through leadership opportunities. Leadership Pathways will include a progression of instructional leadership roles throughout the building:

1. Lead Teacher;
2. Department Lead;
3. Instructional Coach; and,
4. Extended Learning Coordinators, i.e. Summer School Coordinator.

Justification:

CSD believes that the recruitment, retention, and continued motivation of talented teachers is paramount to its successful implementation of its transformation plan. From SY2014-15 teacher evaluations, it is clear that CSD instructional staff did not perform at a high enough level. Feedback from staff does indicate that compensation is a significant motivational factor. Based on similar feedback, CSD adjusted salaries to better match market rates prior to the start of the 2014-15 school year; however, these were not performance-based compensation changes and they did not provide the financial incentive necessary

Staffing

CSD will invest in Response to Intervention (RTI) Instructional Coaches in order to provide additional support to teachers and students.

CSD plans to hire four RTI Instructional Coaches:

- Primary Grades (Kindergarten through 3rd Grade)
 - RTI Literacy Coach
 - RTI Behavioral Coach
- Intermediate Grades (4th Grade through 8th Grade)
 - RTI Literacy Coach
 - RTI Behavioral Coach

Instructional coaches will be the primary vehicle for increasing RTI practices throughout the school. Through RTI, CSD hopes to:

1. Create additional consistency around high-quality, research-based instructional methods;
2. Screen students and identifying additional needed supports and to continuously monitor the progress of students;
3. Using a multi-tiered approach designed to meet individual student needs; and,
4. Increase parental involvement and parental relationships with instructional staff to benefit students.

Specifically, RTI Literacy Coaches will:

1. Create and work with instructional staff to implement intervention plans for students that are academically behind in English Language Arts (ELA).
2. Provide support and training to instructional staff around use of assessment data, as it pertains to RTI.
3. Provide coaching to instructional staff on the effective use of RTI in the classroom.
4. Assist instructional staff in cultivating positive relationships with parents that benefit progress of students, as it pertains to RTI.

RTI Behavioral Coaches will:

1. Create and work with instructional staff to implement intervention plans for at-risk students.
2. Provide support and training to instructional staff around use of assessment data, as it pertains to RTI.
3. Provide coaching to instructional staff on the effective use of RTI in the classroom.
4. Assist instructional staff in cultivating positive relationships with parents that benefit progress of students, as it pertains to RTI.

Justification: RTI Literary Coaches

From the cohort analysis, there were zero cohorts that demonstrated a positive trend from 3rd grade to 8th grade on ISTEP ELA proficiency, with all of these cohorts showed lower proficiency scores in the most recent year tested vs. the first year tested. RTI Literacy Coaches will be used to provide RTI in classrooms and assist instructional staff with implementing RTI for ELA and literacy.

Justification: RTI Behavioral Coaches

CSD had 614 student suspensions in FY 2014-15 compared with 50 in the previous year. CSD needs additional support to implement preventative, positive, and proactive behavioral interventions for students.

Academic Model and Curriculum Structure

CSD plans to leverage the capacity of two Principals to focus on the development of the academic model and curriculum structure. In addition, CSD is hiring additional operational staff that will allow the Principals to focus solely on instruction. The Co-Principal structure will allow each Principal to work closely with the instructional staff in their grade levels while also working collaboratively together to align the standards and scope and sequence for all grade levels.

Collaborative Planning Schedule

CSD will establish a culture of collaboration amongst staff and students. For instructional staff, this will be reinforced through academic model structure that encourage collaborative planning for instructional staff:

1. Common planning times during the day;
2. Professional development sessions focused on collaboration; and,

3. Early release days specifically for professional development that includes dedicated collaborative planning time.

Curriculum Monitoring

As previously mentioned, Principals will dedicate their focus to the instructional activities of the school and spend significant time observing classes and working with and providing feedback to instructional staff. As a component of this, Principals will monitor curriculum on a weekly basis, including reviewing course scope and sequence and lesson plans. Principals will ensure that all curriculum matches the school-wide strategies for curriculum and aligns to the Indiana Academic Standards.

Advanced Coursework

CSD is designed an Honors Program to meet an unmet need in the community. Based on its experience operating a charter school as well as feedback from the community, CSD believes that an honors program will provide students with additional learning opportunities as well as a unique differentiator from surrounding schools. This will allow CSD to better meet the needs of the community while also bolstering enrollment.

Communication of IAS Standards

CSD believes that a low cost and high impact initiative is better communicating the standards to staff and students. During summer Professional Development, the Principals will work with instructional staff to better understand the IAS standards. This will include deep dive sessions on the standards as well as breakouts by grade.

The Principals will work with instructional staff to determine the most effective ways to communicate these standards to students. This could include activities as simple as posting the standards on classroom bulletin boards or as complex as incorporating the standards into course syllabi or at the heading of internally developed interim assessments.

Extended Learning Time

CSD believes in extended learning time and has had an extended year and day since its inception. CSD plans to bolster these efforts as follows:

1. Extending School Day: Increase by 30 minutes.
2. Extending Core Subject Instruction Time: Increase by 30 minutes.
3. After School: Provide an after school program to students that ties to and enriches normal day instruction.

Creating Community Oriented Schools

CSD understands that it must work collaboratively with its community to operate a high-performing school. Through its outreach with the community and parents, CSD is planning on implementing the interventions below.

Parent Engagement

Feedback from parents directly indicated that CSD need to more consistently communicate with parents and find better ways to engage parents in school activities. CSD plans the follow initiatives to better realize this goal:

1. Parent University

	<ol style="list-style-type: none"> a. CSD will provide parents with on-going sessions that better enable parents to contribute to their child’s education. Sessions will include how to use CSD resources, educating parents about CSD curriculum, and showing parents ways to help their students when they aren’t in school. <ol style="list-style-type: none"> 2. Parent Liaison <ol style="list-style-type: none"> a. CSD will designate a Parent Liaison who dedicated a portion of his/her time to handling parent concerns. 3. Instructional Staff Outreach <ol style="list-style-type: none"> a. Through the RTI Program, instructional staff will increase contact with parents regarding student instructional issues. Instructional staff will be encouraged to work directly with parents so parents are aware of any issues facing their student and are better able to help their student. 4. Monthly Newsletters <ol style="list-style-type: none"> a. CSD will publish a Monthly Newsletter that proactively communicates information about the school. CSD will publish the newsletter to its website, email it to parents, and ensure that paper copies are sent home with students at the beginning of each month. <p><u>After School Program</u></p> <p>CSD will develop an After School Program to better meet the needs of its families. Due to working and travel situations, CSD parents communicated the need for after school programming. This summer, CSD is in the process of investigating the components of an after school program. The program will:</p> <ol style="list-style-type: none"> 1. Provide students a safe place for after school; 2. Align with school instruction; 3. Provide additional instructional support for students that need it; and, 4. Provide enrichment activities to increase opportunities for higher thinking.
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School Leadership	
LEA analysis	<p><u>Areas of Strength</u></p> <ul style="list-style-type: none"> • Current Principal and Assistant Principal with: <ul style="list-style-type: none"> ○ Significant experience at Charter School of the Dunes; ○ Familiarity with community, students, parents, and staff; ○ Track record of classroom success; and, ○ Training in school turnarounds. • Highly engaged Board of Directors focused on improving academic, operational, and financial outcomes. <p><u>Areas for Improvement</u></p> <ul style="list-style-type: none"> • Lack of direction and ownership from leadership due to leadership transitions. • Lack of financial leadership due to transitional transitions

	<ul style="list-style-type: none"> • School infrastructure does not allow principal to serve as the instructional leader of the building. Due to non-academic responsibilities, the principal had very limited opportunities for classroom observations and real-time coaching with teachers and other instructional staff.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>CSD will redesign the school leadership structure in order to provide improved academic and instructional leadership and oversight.</p> <p><u>New Superintendent</u> CSD hired a new Superintendent, Dr. Joi Patterson. She will serve as the school’s instructional and operational leader and the 2015-16 academic year will be her first year with the organization. Dr. Patterson has experience teaching and serving in Assistant Principal and Principal positions in public K-12 education. In addition, she most recently served as the Vice President of Academic Affairs and Chief Operations Officer for Calumet College of St. Joseph.</p> <p><u>Co-Principal Model</u> CSD will use a Co-Principal model with each Principal serving as the instructional leader for a specific set of grades:</p> <ul style="list-style-type: none"> • Kindergarten through 3rd Grade: Tara Stachowiak will serve as the Primary Principal. She has a track record as a high-performing teacher and instructional coach working in these grade levels. • 4th Grade through 8th Grade: Constance Smith will serve as the Intermediary Principal. She has a track record as a high performing teacher and instructional coach working in these grade levels. <p>Both Co-Principals have taught at CSD, are champions for NEU, and have gone through turnaround training.</p> <p>Justification: All school selecting a transformational model are required to hire a new Principal. As a one-site charter school, CSD believes that the hiring of a new Superintendent fits the requirement given her leadership role for the school. In addition, the Co-Leadership model addresses leadership and staff concerns around instructional staff observations and feedback. In the previous leadership structure, the Principal role and responsibilities did not allow for adequate instructional staff observations, feedback, and coaching.</p>

School Infrastructure

<p>LEA analysis</p>	<p><u>Areas of Strength</u></p> <ul style="list-style-type: none"> • <p><u>Areas for Improvement</u></p> <ul style="list-style-type: none"> • Internal capacity for effectively aligning financial management and the structuring of academic outcomes. • Internal capacity to provide financial management and provide necessary cost trade-off decisions for the most effective use of funds in fulfilling the Mission of CSD.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p><u>Superintendent Authority</u> Through approval by the CSD Board of Directors, the Superintendent has control over people, time, program, and budget. The annual budget must be approved by the Board and all expenditures must be done in accordance with CSD’s financial policies. As she is responsible for the strategic direction and planning of CSD, the Superintendent will serve as the designated CSD team member for the SIG planning process.</p> <p><u>SIG Implementation and Monitoring</u></p> <ul style="list-style-type: none"> • Implementation timeline • Monthly monitoring • Data and special populations review plan • Evaluation system <p><u>Fiscal Monitoring</u> CSD has hired a new Controller that will bring additional financial expertise for monitoring CSD’s overall financial health and its spending by Fund. The Controller will monitor the CSD’s SIG budget and ensure financial compliance. Upon starting in FY2015-16, the Controller will work with Orbital, a third party finance and operations provider, to conduct an audit of the school’s use of funds. The Controller will work in collaboration with the Co-Principals to match fund use with instructional effectiveness and student outcomes.</p> <p><u>External Provider</u> CSD is currently contracting with Orbital, a finance and operations consulting firm. Orbital has experience managing public grants in K-12 school and prior experience managing SIG grants. Orbital will provide support and additional capacity, as necessary, with financial monitoring and implementation of the SIG plan.</p>

Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Instructions: Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Describe how the model corresponds to the data, findings, analysis and self-assessment.			
Rationale for Selected Model	Connection to and Addressing of Subgroup Data	Connection to and Addressing of Overall Achievement Data	Connection to and Addressing of Leading Indicators
<p>CSD selected the Transformation Model due to a number of factors.</p> <p>Primary CSD has been committed to a Transformation-like initiative for the last 11 months after the termination of the former Superintendent, Principal, and CFO. CSD has received an F rating from the Indiana DOE for the last three years (SY2011-12 through SY2013-14). There were several management issues in addition to the academic financial performance.</p> <p>Looking at test scores from SY2008-09 to SY2013-14, CSD has had inconsistent performance compared to the Gary School Corporation, a low performing school district. The longitudinal cohort analysis showed a high number of flat or negative trends</p>	<p>Free and Reduced Lunch There are not significant differences in the performance of this subgroup versus its overall performance. CSD is 79% Free and Reduced Lunch and generally serves a low income geographic area in Gary, Indiana.</p> <p>The overall rationale described to the left is applicable to this subgroup as a general description of the subgroups performance.</p> <p>African American Due to CSD’s demographics, there are not significant differences in the performance of this subgroup versus its overall performance. CSD is 90% African American and that is the only ethnic subgroup identified by NCLB.</p> <p>The overall rationale described to the left is applicable to this subgroup as a general description of the subgroups performance.</p>	<p>Overall At a high-level, the overall achievement data shows:</p> <ol style="list-style-type: none"> 1. <u>Low Percent of Proficiency in Both Subjects</u>: Only 41% of students met or exceeded proficiency standards in both Math and ELA subject area tests. 2. <u>Cohort Analysis</u>: Decreases over-time from 3rd grade to 8th grade in percent of students scoring proficient and advanced, based on a longitudinal cohort analysis of the ISTEP+. 3. <u>Average ISTEP Proficiency</u>: An absolutely and relatively low average proficiency level on the ISTEP+. Relatively, it is low compared to the State’s average scores. While CSD does show outperformance over time versus the local school corporation, CSD believes this is a low bar. 4. <u>NWEA MAP Proficiency</u>: On average, 27% and 40% of CSD students scored at or above 	<p>Leading Indicators At a high-level, the leading indicator data shows:</p> <ol style="list-style-type: none"> 1. <u>Teacher Performance is an Issue</u>: In SY2014-15 of the 23 teachers evaluated, there were only six teachers that performed at Level 4 or above on the five level performance rubric. There were ten teachers that scored at or below Level 2, with seven teachers scoring at Level 1. In general, teacher performance for SY2014-15 was low and below standard. 2. <u>Teacher Attendance</u>: CSD teacher attendance was at 97% for SY2014-15, which is what it expects in the future from students. 3. <u>Student Discipline</u>: There was a 1,200% increase in student suspensions from SY2013-14 to SY2014-15. There was also an increase in expulsions from 0 in SY2013-14 to 10 in SY2014-15. Student behavior management and culture need to be addressed. 4. <u>Student Attendance</u>: Student attendance was acceptable at 92% but

<p>moving from lower to higher grades. In addition, the percent of students meeting proficiency targets is low compared to the State average: 17% lower than the State in ELA and 22% lower than the State in Math.</p> <p>The analysis shows that, over average, CSD students outperform Gary in grade 7 and 8. This indicates that students who have spent multiple years with CSD perform better than the Gary School Corporation.</p> <p>With the inconsistent performance as well as CSD's leadership transition, CSD felt that a Transformation Model best match its needs to:</p> <ol style="list-style-type: none"> 1. Strengthen leadership; 2. Create a cohesive and comprehensive instructional program; 3. Transition to a data-driven, outcomes oriented organization; and, 4. Develop and foster a culture high expectations for every student and staff member in the building. <p>Secondary In addition, CSD had an organizational deficit of over \$700,000 in SY2013-14. This caused significant financial hardships for the organization</p>	<p>Special with Disabilities Student with Disabilities performed significantly lower than all students, over 21% lower in ELA and almost 24% lower in Math. This disparity in performance indicates CSD can improve its differentiation of instruction for Special Education students.</p> <p>This data affirmed CSD's plans to create a strong Response to Intervention (RTI) structure in the academic model and provide better differentiated learning to all students. As a component of this, CSD will track formative and interim assessment data on all students and adjust instructional practices to meet the needs of individual students.</p>	<p>proficient on the MAP in Math and ELA, respectively. CSD did show strong growth, with an average of 69% of students demonstrating Fall to Spring growth in Math and ELA.</p> <p>5. <u>10th Grade ECA Pass Rate:</u> CSD 10th grade students showed low pass rates on the ECA tests, at 36% and 32% on the English 10 and Algebra I, respectively. These proficiency rates are significantly lower than 3rd through 8th grade proficiency rates by 19% and 21% in ELA and Math, respectively.</p> <p>6. <u>High School Graduation Rate:</u> CSD students graduated at a 100% rate for SY2014-15. This was CSD's first class of 12th grade students.</p> <p>Addressing CSD believes that the overall achievement data shows inconsistency in performance across grade levels. Performance in Math and ELA is generally comparative. Given that, CSD believes that addressing leadership, curriculum and standard consistency, instructional staff performance, and the use of data will significantly improve its performance on these measures.</p>	<p>needs to improve in order for students to receive the instructional time necessary to reach and exceed proficiency.</p> <p>5. <u>Financial Resources:</u> Due to SY2013-14 financial performance, CSD was required to make significant changes to its budget for SY2014-15. These changes limited resources available to instructional staff.</p> <p>Addressing These leading indicators demonstrate the need for changes in leadership, instructional staffing, financial incentives for instructional staff, budgeting and procurement processes, behavior management, and school culture.</p> <p>CSD feels that the interventions selected in this application will address the issues highlighted through the analysis of the leading indicators:</p> <ol style="list-style-type: none"> 1. Leadership Structure Change 2. Performance-Based Compensation System 3. Augmentation of Financial Staff and Processes 4. Culture Reset with Systems for Measuring and Tracking
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during SY2014-15. The CSD Board of Directors engaged Orbital, a turnaround management organization specializing in financial and operational turnarounds. Over the course of SY2015-16, CSD has been able to stabilize its finances and return to a place of financial health.

The Transformation Model is also an opportunity to create better accountability in academic expenditures. CSD wants to create a mentality where every dollar spent is an investment in the academic achievement of CSD students. CSD will be able to better achieve financial accountability toward financial and academic goals by:

1. Creating operational systems that review and evaluate academic spending;
2. Creating systems that reward and incentivize the highest-performing staff; and,
3. Creating systems that ensure staff get the resources they need to be successful.

Describe how the model will create teacher, principal, and student change.

The model will create school leadership, teacher, and student change by creating a comprehensive and cohesive school model with a strong culture as the foundation.

1. Culture:
 - a. CSD will create a culture of high-expectations for all students and staff. This will occur by developing clear expectations for staff and students and systems and processes for ensuring these expectations are met on a consistent basis. Culture Audits will be at the core of this, evaluating and ensuring that critical cultural components are executed with integrity in the school.
2. Collaboration
 - a. CSD believes that collaboration amongst staff is paramount to CSD achieving its academic goals. As a component of its culture, CSD will foster an environment of collaboration among instructional staff. In addition, CSD will create structure that encourage and support collaboration by having overlapping planning periods and weekly early release days partly for professional development and partly for collaborative planning time.
3. Standards Alignment
 - a. Using Indiana Academic Standard, CSD will create a fully aligned Scope and Sequence from Kindergarten to 8th grade.
4. Assessment
 - a. CSD will use formative and interim to track its progress on an on-going basis to inform instructional strategies and on a summative basis to determine the effectiveness of its programs. RTI Coaches will work with all instructional staff on classroom assessment practices and using assessment data to inform instructional strategies for students. The Superintendent and Principals will use the NWEA MAP and other assessments to determine the effectiveness of instructional practices and to make course adjustments at mid-year, if necessary.
 - b. In addition, assessment data will incorporate a significant component of the Teacher Evaluation System performance rubric.
5. Data Management
 - a. CSD is committed to being a data-driven organization and using data to inform its practices. CSD will engage in an annual goal setting process and use a Dashboard to track progress against these goals throughout the year. The Dashboard will track end of year goals as well as leading indicators towards achieving
6. Interventions
 - a. RTI is a critical and significant component of CSD's strategy for improving instructional and educational outcomes. CSD is investing in the hiring of four RTI Coaches that will serve the Primary and Intermediate grade levels. These coaches will further the use of strong data and assessment practices as well as informing instructional strategies for individual students.

Through these six high-level components, CSD believes that it can drive significant change through the school by creating a strong school culture and a unified staff working towards clear and aligned standards. For teachers, these points will also converge in an innovative Performance-Based Compensation System that will incentivize strong performance through transparent and objective criteria.

Part 5a: Selection of Improvement Model – SMART GOALS

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

*CLOSURE schools do not need to complete SMART goals

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).

These goals will drive your entire grant.

SMART Culture Goal

Culture Goal

School-wide performance on the annual Culture Audit:

Baseline:	N/A
2015-16 (Planning):	70.00%
2016-17 (Implementation):	80.00%
2017-18 (Implementation):	85.00%
2018-19 (Implementation):	90.00%

Measurement

During the first quarter of the planning year, CSD will develop a Culture Audit document and procedure that will measure CSD's observance of culturally practices. The Culture Audit will be conducted by a Third Party Provider (i.e. NEU) and will measure the critical elements of CSD's culture. In addition, relevant data and metrics will be incorporated into the final Culture Audit findings.

- CSD Values:
 - CSD will finalize its organizational values as a component of the Planning Year process. These values will inform staff and student interactions as well as decision making. As an example, a value may be *Collaboration*. This value should inform how staff and students work together and should be present in everyday interactions in the classroom and throughout the school.
- Culture Language
 - Language is a critical component of any culture. The Culture Audit will assess the use of specific language by staff and students throughout the school. Examples include the use of "scholars" as opposed to "kids."
- Culture Artifacts:
 - Appropriate culture artifacts are listed throughout the school and in every classroom. Examples include college pennants or infographic posters of the CSD Values.
- Staff Enforcement of Student Code of Conduct and School Policies
 - Auditors will observe staff and student interactions, note any Student Code of Conduct infractions, and note whether staff members handled the situation as proscribed in the policies and procedures. As an example, students may not be allowed to take cell phones out of their backpacks once inside the school. If a staff member clearly sees a student with a cell phone and does not reprimand the student, it would count as a negative mark on the Culture Audit.

- Classroom Routines
 - Clear and consistent classroom routines limit inconsistencies across the school and provide students with a stable and consistent learning environment.
- Attendance and Discipline Infractions
 - Attendance rate and the number of discipline infractions are good indicators of a positive school culture.
 - CSD will look for a high overall attendance rate as well as for it to be steady or positive trending.
 - CSD will look for a low number of discipline infractions. In the initial stages of implementing a new culture and school policies, CSD recognizes that infractions may be higher at the beginning of the year. CSD will look for these to decrease from year to year but also to trend down from the beginning of the year to the end.

Attainable

CSD understands that observation of all cultural norms will be progressive and take significant time and effort. However, it also believes that there is a minimum threshold in order for the school to be successful. The Culture Audit targets progress over time to show an entire school, staff and students, that are committed to the values and culture of the school.

By the end of the first year, CSD believes that it will need to show at least a 70% score on the Culture Audit in order to successfully implement Implementation Year initiatives. On an annual basis after that, CSD believes that steady progress towards meeting cultural indicators 90% of the time is achievable and necessary for the ultimate success of the school.

Relevant

CSD believes that the school’s culture is the linchpin in the transformational process. Staff and students must buy into the culture of the school in order for it to be successful and prevalent. CSD’s school-wide ability to execute and live its culture is paramount in achieving the initiatives and goals of this SIG application.

SMART Academic Goal

ELA Academic Goal	Math Academic Goal	Student Growth																		
Increase 8 th grade ELA proficiency on the ISTEP+ in each year of the grant: Baseline: 40.00% 2015-16 (Planning): 45.00% 2016-17 (Implementation): 50.00% 2017-18 (Implementation): 57.00% 2018-19 (Implementation): 65.00%	Increase 8 th grade Math proficiency on the ISTEP+ in each year of the grant: Baseline: 33.33% 2015-16 (Planning): 38.00% 2016-17 (Implementation): 43.00% 2017-18 (Implementation): 50.00% 2018-19 (Implementation): 58.00%	Increase percent of all students showing growth on the NWEA MAP on Fall to Spring Administrations: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">ELA</th> <th style="width: 20%; text-align: center;">Math</th> </tr> </thead> <tbody> <tr> <td>Baseline:</td> <td style="text-align: center;">69.00%</td> <td style="text-align: center;">69.00%</td> </tr> <tr> <td>2015-16 (Planning):</td> <td style="text-align: center;">72.00%</td> <td style="text-align: center;">72.00%</td> </tr> <tr> <td>2016-17 (Implementation):</td> <td style="text-align: center;">76.00%</td> <td style="text-align: center;">76.00%</td> </tr> <tr> <td>2017-18 (Implementation):</td> <td style="text-align: center;">80.00%</td> <td style="text-align: center;">80.00%</td> </tr> <tr> <td>2018-19 (Implementation):</td> <td style="text-align: center;">85.00%</td> <td style="text-align: center;">85.00%</td> </tr> </tbody> </table>		ELA	Math	Baseline:	69.00%	69.00%	2015-16 (Planning):	72.00%	72.00%	2016-17 (Implementation):	76.00%	76.00%	2017-18 (Implementation):	80.00%	80.00%	2018-19 (Implementation):	85.00%	85.00%
	ELA	Math																		
Baseline:	69.00%	69.00%																		
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Measurement	Measurement	Measurement																		

<p>The goal will be tracked using the results of the ISTEP+ administration for grades 3 through 8. CSD will evaluate its progress against this goal annually when results from the ISTEP+ are released by IN DOE during the summer.</p> <p>Attainable To achieve its mission, CSD believes that students graduating from its K-8 system must be proficient in order to be successful in and after high school. By alignment the entire academic program towards this goal, CSD believes that it can make significant progress towards achieving its ultimate goal of 100% during the course of the SIG implementation.</p> <p>The annual goals for increasing the percent of students meeting or exceeding proficiency are progressive and increase over the implementation years, moving from 5% in initial years to 7% and 8% in the final two years.</p> <p>Relevant CSD believes that there are a number of components to a well-educated student that is prepared to succeed in high school, college, and life. However, proficiency in rigorous , high-quality academic standards is at the foundation of a student’s ability.</p> <p>CSD is developing a K-8 scope and sequence tied to the Indiana Academic Standards (IAS), which are measured directly by the ISTEP+. In this regard, CSD will be able to directly measure its success in executing its academic model and the interventions listed in this application through student performance on the ISTEP+.</p>	<p>The goal will be tracked using the results of the ISTEP+ administration for grades 3 through 8. CSD will evaluate its progress against this goal annually when results from the ISTEP+ are released by IN DOE during the summer.</p> <p>Attainable To achieve its mission, CSD believes that students graduating from its K-8 system must be proficient in order to be successful in and after high school. By alignment the entire academic program towards this goal, CSD believes that it can make significant progress towards achieving its ultimate goal of 100% during the course of the SIG implementation.</p> <p>The annual goals for increasing the percent of students meeting or exceeding proficiency are progressive and increase over the implementation years, moving from 5% in initial years to 7% and 8% in the final two years.</p> <p>Relevant CSD believes that there are a number of components to a well-educated student that is prepared to succeed in high school, college, and life. However, proficiency in rigorous , high-quality academic standards is at the foundation of a student’s ability.</p> <p>CSD is developing a K-8 scope and sequence tied to the Indiana Academic Standards (IAS), which are measured directly by the ISTEP+. In this regard, CSD will be able to directly measure its success in executing its academic model and the interventions listed in this application through student performance on the ISTEP+.</p>	<p>The goal will be using student level results on the NWEA MAP. Based on the structure of the assessment, NWEA MAP is able to track growth annually and provides a measurement for the percent of students showing academic growth from one test administration to the next. While CSD will administer the NWEA MAP three times during the year (Fall, Winter, and Spring), it will use Fall and Spring scores to calculate growth.</p> <p>The ELA and Math goals allow CSD to track its ultimate goal of graduating proficient 8th grade students. This measure allows CSD to track progress with all students through growth, which is important to eventually achieving the broader goal.</p> <p>Attainable As stated above, CSD believes that it must achieve significant academic growth with its students in order to meet 8th grade proficiency goals.</p> <p>The annual goals for increasing the percent of students demonstrating academic growth are progressive and increase over the implementation years, moving from 3%, to 4%, and eventually 5% in the final year. With the introduction of a cohesive and comprehensive academic as well as a robust RTI program, CSD believes these targets are very achievable.</p> <p>Relevant The majority of student enter CSD showing significant academic deficiencies, often several grade-levels behind. In that sense, all students that are behind grade-level must demonstrate growth in order to meet proficiency targets. This metric allows us to track the progress of all students, not just those meeting the proficiency target.</p>
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Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.
Please be sure you complete the APPROPRIATE model Planning Year.

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016				
Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility	Hire New Superintendent (CSD Board of Directors): - Determine Job Description for Position (CSD Board of Directors) - Post Position (CSD Board of Directors) - Interview candidates (CSD Board of Directors) - Check References on Finalists (CSD Board of Directors) - Select Final Candidate (CSD Board of Directors)	Phase one (1 st quarter) Complete	- Hire Superintendent to fill vacant Superintendent position. Requires recruitment of candidates, candidate interviews, and reference checks. Final decision made by CSD Board of Directors. - Superintendent (Dr. Joi Patterson) officially started on June 15, 2015.	Completed
	New Principal Structure: - Determine needs of instructional leaders(s) based on planned observations and school needs (Superintendent) - Select existing staff to fill position(s) or recruit from outside CSD (Superintendent) - Finalize Organizational Structure (Superintendent)	Complete	- Superintendent determines new structure for Principals, who will serve as the instructional leaders of the school. - Tara Stachowiak will serve as the Primary (K-3) Principal. - Constance Smith will serve as the Intermediate (4-8) Principal.	\$80,000 + 30% benefits for additional Principal
	Hire Controller (Superintendent): - Draft Controller Job Description (Superintendent) - Recruit	July 31, 2015	- Superintendent works with Orbital to develop a job description for the Controller.	No SIG related costs

	<ul style="list-style-type: none"> - Interview Controller Candidates (Superintendent) - Select Controller Finalist (Superintendent) - Reference Checks of Final (Superintendent) - Onboard Controller (Business Manager) <p>Leadership Training and Mentoring:</p> <ul style="list-style-type: none"> - Determine Needs and Goals (Superintendent and CSD Board of Directors): - Identify Organizations to Provide Leadership Training and Mentoring (Superintendent) - Determine Framework (i.e. rubric) for Evaluating Organizations (Superintendent) - Complete Analysis of Providers Based on Rubric (Superintendent) - Review Evaluations (Superintendent) - Recommendation of Organization (Superintendent) - Select Organization (CSD Board of Directors) - Finalize Contract (CSD Board of Directors) 	<p>July 1 through August 15, 2015</p>	<ul style="list-style-type: none"> - Job Description is disseminated through internal networks and job posting services (i.e. monster.com or indeed.com). - Superintendent, CSD Board of Directors, and Orbital interview candidates and select a candidate based on selection criteria and the job description. - Business Manager conducts onboarding for the Controller based on CSD's process and policies. - Superintendent and Principals will work collaboratively with the CSD Board of Directors to determine training and mentoring goals and needs based on the each individual leader strengths and areas for improvement in alignment with CSD's academic goals and initiatives. - The CSD Board of Directors will make a final decision on the organization that will provide leadership training and mentoring support for the Superintendent and Teachers. - CSD will explore opportunities to partner with No Excuses University to further alignment across the school's academic, cultural, and instructional model. 	<p>\$10,000 allocated for Planning Year</p>
Building Culture	No Excuses University (NEU):	July 1 through	- NEU is structured around six tiered systems:	\$10,000 allocated for Planning Year

	<ul style="list-style-type: none"> - Evaluate Current NEU <i>Culture</i> and <i>Collaboration</i> Practices (Superintendent) - Determine Areas for Improvement (Superintendent): Work collaboratively with Principals to determine areas for improvement. - Review Findings with NEU (Superintendent and Principals) - Determine Preliminary Approach (Superintendent) - Schedule Planning Session with NEU (Superintendent): Schedule working session with NEU to develop plan, systems, and staff trainings (to be led by NEU). - Complete <i>Culture</i> and <i>Collaboration</i> systems and artifacts for SY2015-16 (Principals): <ol style="list-style-type: none"> 1. Values 2. Expectations 3. Classroom routines and practices 4. Behavior management system 5. Culture audit procedure 6. Collaboration practices - Provide Training to All Staff During August Professional Development and Training (Principals) - Provide Training to All Students (Principals): Provide students with clear expectations during the first week of class, to be provided by classroom instructors. 	<p>September 1, 2015</p>	<ol style="list-style-type: none"> 1. Culture of Universal Achievement (Foundation) 2. Collaboration 3. Standards Alignment 4. Assessment 5. Data Management 6. Interventions (Top of the Pyramid) <p>- CSD will focus on building new and improving existing systems and structures around items #1 and #2: <i>Culture of Universal Achievement</i> and <i>Collaboration</i>. This will better support a full reset of CSD to the interventions included in this application.</p> <p>- Develop building-wide expectations for culture:</p> <ol style="list-style-type: none"> 1. Values 2. Staff to student interactions 3. Student to staff interactions 4. Staff to staff interactions 5. Student to student interactions <p>- Develop classroom expectations and classroom routines and practices that align with those expectations.</p> <p>- Develop and pilot a basic revised student behavior management system that includes:</p> <ol style="list-style-type: none"> 1. Clear expectations 2. Standard behavior interventions 3. Clear rewards and incentives for positive behavior 4. Clear consequences for negative behavior 	
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<p>Instructional Programs</p>	<p>SY2015-16 Instructional Program</p> <ul style="list-style-type: none"> - Instructional Program Strategic Planning (Superintendent) - Determine Instructional Program Approach (Superintendent) - Enrollment and Grades Decision (CSD Board of Directors) - Develop Enrollment Plan Based on K-8 Model (Superintendent) - Finalize Enrollment Plan (Superintendent) - Determine Instructional Program Staffing Needs (Superintendent) - Develop Organizational Chart (Superintendent) 	<p>April 1 to August 1, 2015</p>	<ul style="list-style-type: none"> - Develop expectations for staff collaboration and routines and practices that align with those practices. - Implementation of any <i>Culture</i> and <i>Collaboration</i> expectations, systems, practices, and routines will be done on a basic level to allow for: <ol style="list-style-type: none"> 1. Implementation with high integrity to desired structure 2. Easier implementation 3. Ability to augment and expand as system progresses - Superintendent and Principals will use this reset to determine full-scale implementation for SY2016-17. It will provide an opportunity to determine foundation level systems and make adjustments as appropriate. - The Superintendent and Principals worked collaboratively through a Strategic Planning process regarding the school's instructional program approach for SY2015-16. - Through the process, they determined the staffing needs for the school (see Organizational Chart) for SY2015-16. - In April, the CSD Board of Directors voted to transition from a K-12 to a K-8 school. The decision was made based on the school's ability to run a high performing and 	<p>No allocated costs</p>
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	<ul style="list-style-type: none"> - Develop Pilot Program for SY2015-16 (Principals) - Hire or Select Honors Program Coordinator (Superintendent) - Implement Pilot Program for Lowest Grade Level of Selected Grades (Principals) <p>Terminate Low Performing Staff</p> <ul style="list-style-type: none"> - Finalize Evaluations of Instructional Staff (Principal) - Identify Staff Not Meeting Performance Standards Based on Evaluations (Principal) - Review Staff Not Meeting Performance Standards (Superintendent) - Finalize Terminations (Superintendent) - Terminate Staff (Superintendent) 	<p>May 15 to June 30, 2015</p>	<ul style="list-style-type: none"> - The Superintendent and Principals will work collaboratively to design the Honors Program framework and select a curriculum. - The Superintendent and Principals will develop and implementation plan for Honors Program and implement it in the lowest grade served by the Honors Program (i.e. the program will be piloted in 4th Grade if the program is to serve grades 4 through 8). - The Superintendent will select an existing staff member to serve as the Honors Program Coordinator, a teaching position that provides leadership over the program. <ul style="list-style-type: none"> - The Superintendent and Principals worked collaboratively to evaluate the current instructional staff. - They completed and reviewed the Evaluations for all instructional staff and made determinations on retention and termination for all employees. 	<p>No costs allocated for Planning Year</p>
<p>Effectiveness of Staff and Recruitment/Retention of Staff</p>	<p>Evaluation System:</p> <ul style="list-style-type: none"> - Draft Evaluation System Rubric for Performance Levels (Superintendent) 	<p>Phase two (2nd quarter)</p> <p>October 1 to November 30, 2015</p>	<ul style="list-style-type: none"> - Superintendent and Principals will work collaboratively to draft the Evaluation System performance 	<p>No costs allocated for Planning Year</p>

	<ul style="list-style-type: none"> - Draft of Evaluation System Overview (Superintendent) - Determine Data Usage (Superintendent) - Review with Leadership Team (Superintendent) <p>Performance-Based Compensation System:</p> <ul style="list-style-type: none"> - Draft Goals and Outcomes (Superintendent) - Draft Approach (Superintendent) - Draft Structure (Orbital) - Draft Performance Based Pay Structure (Superintendent) - Develop Financial Projections Based on Compensation System (Orbital) - Draft Organization Chart for SY2016-17 (Superintendent) - Draft Hiring Plan for SY2016-17 (Superintendent) 	<p>October 1 to November 30, 2015</p>	<p>rubric (5 performance levels) and overview.</p> <ul style="list-style-type: none"> - Superintendent and Principals will work collaboratively to determine the data that will be included in as a component of the review, examples include: NWEA MAP student growth data, ISTEP student achievement data, and culture data from culture audits. - Superintendent and Principals will review draft work product with instructional leaders, discuss overall goals, and solicit feedback. - Superintendent will work with Orbital and Principals to develop a draft framework for the Performance-Based Compensation Model. - Orbital has prior experience working the Achievement School District and other charter schools developing performance-based pay models. - Orbital will work with the Superintendent and Principals to determine appropriate structures and financial incentives. - Orbital will develop long-term financial projections to ensure the long-term financial sustainability of the Compensation System. - Superintendent and Principals will determine instructional staff leadership positions, such as lead teachers or department chairs, that 	<p>\$22,500 allocated for Planning Year</p>
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Professional Development	<p>NEU</p> <ul style="list-style-type: none"> - Develop NEU Culture Professional Development Sessions (Principals) - Schedule NEU-Led Professional Development Sessions (Principals) 	October 1 to December 18, 2015	<p>will be components of the Compensation System.</p> <ul style="list-style-type: none"> - Principals will work with NEU to develop monthly sessions on <i>Culture</i> and <i>Collaboration</i>, the focus point of SY2015-16 Professional Development. - Principals will also develop internal Professional Development sessions around NEU. These sessions will occur once to twice per month. - Principals will target three NEU-led sessions and six CSD-developed sessions. 	See Above (\$10,000 allocated for Planning Year)
	<p>Formative Assessment Training:</p> <ul style="list-style-type: none"> - Determine Formative Assessment Professional Development Goals (Superintendent) - Collaboration Sessions with RTI Coaches (Principals) - Develop Formative Assessment Development Professional Development Sessions (Principals) - Develop Formative Assessment Data Professional Development Sessions (Principals) - Develop Informing Instruction with Data Professional Development Sessions (Principals) 	November 30, 2015	<ul style="list-style-type: none"> - The Superintendent and Principals will work collaboratively with the RTI Coaches to develop CSD's approach to formative assessments. - CSD will focus the trainings on teacher development of formative assessments, interpreting formative assessment data, and using formative assessments to inform instruction. - Professional Development sessions will start in 3rd Quarter 	\$10,000 allocated for Planning Year

Principal Changes and Flexibility	<p>Leadership Training and Mentoring:</p> <ul style="list-style-type: none"> - Review and Evaluation of Training and Mentoring Program (CSD Board of Directors) - Continue On-Going Training and Mentoring Programs (Superintendent and Principals) 	<p>Phase three (3rd quarter)</p> <p>February 15, 2015</p>	<ul style="list-style-type: none"> - CSD Board of Directors will monitor progress and effectiveness of Leadership Training and Mentoring. - Superintendent and Principals will continue sessions with the Leadership Training and Mentoring organization. Sessions will be adjusted as necessary based on evaluation by the CSD Board of Directors. 	<p>See Above (\$10,000 allocated for Planning Year)</p>
	<p>Leadership</p> <ul style="list-style-type: none"> - Develop Mid-Year Review Template for Leadership Based on CSD Goals and Initiatives (CSD Board of Directors) - Complete Mid-Year Review of Superintendent (CSD Board of Directors) - Complete Mid-Year Review of Principals (Superintendent) - Review Evaluations as Board (CSD Board of Directors) - Communicate Mid-Year Evaluations to Superintendent (CSD Board of Directors) - Communicate Mid-Year Evaluations to Principals (Superintendent) - Determine Action Plans or Interventions if Necessary (CSD Board and Superintendent) 	<p>February 15, 2015</p>	<ul style="list-style-type: none"> - CSD Board of Directors will provide mid-year reviews to the Superintendent in order to track progress against organizational goals for transforming the school. - CSD Board of Directors will work collaboratively with the Superintendent to determine necessary adjustments based on the evaluation. - The Superintendent will provide reviews for both Principals in order to inform progress against the organization's transformational goals and initiatives. 	<p>No costs allocated</p>
	<p>Instructional Programs</p> <p>RTI:</p> <ul style="list-style-type: none"> - Develop RTI Goals (Superintendent) - Develop RTI Program Tenants (Principals) - RTI Alignment with CSD Academic Standards (Principals) 	<p>March 1 to March 31, 2015</p>	<ul style="list-style-type: none"> - Principals and RTI Coaches will work collaboratively to develop the RTI approach for SY2016-17. This will include the development of program goals, approach, routines, 	<p>See Above (additional RTI Coach)</p>

Professional Development	New Teacher Induction Planning and Program Development - Develop Focus for SY2016-17 Professional Development (Superintendent) - Set Preliminary Goals for SY2016-17 Professional Development (Superintendent) - Develop Preliminary Schedule for Summer and School-Year Professional Development (Principals) - Determine Staffing Needs for Summer Professional Development (Principals) - Select Members of Staff to Serve of Summer Professional Development Team (Principals) - Hold Orientation Meeting with All Team Members (Principals)	January 1 to March 31, 2015	- The Dashboard will be used completed quarterly using operational and academic data. - Superintendent and Principals will work collaboratively to develop the focus summer and school year Professional Development for SY2016-17. Professional Development will target key academic initiatives, such as RTI, as well as areas of need based on teacher evaluations. - Superintendent and Principals will determine goals for the program in alignment with CSD’s academic goals and initiatives. - Principals will determine the staffing needs for Summer Professional Development. They will identify and select staff members to serve on the Summer Professional Development Team.	No costs allocated for Planning Year
	NEU - Mid-Year Evaluation (Principals) - Trainings with Instructional Staff (Principals)	January 1 to February 15, 2015	- Principals will conduct a mid-year evaluation of NEU initiatives and CSD’s ability to implement <i>Culture</i> and <i>Collaboration</i> components with integrity. - Principals will continue to hold NEU training sessions and will adjust any remaining sessions based on their mid-year evaluation of the program.	See Above (\$10,000 allocated for Planning Year)
Operational Flexibility	Procurement System	February 1 to March 31	- Controller will work collaboratively with	No allocated costs for Planning Year

	<ul style="list-style-type: none"> - Determine Procurement Process Needs (Controller) - Research Procurement Software Solutions (Controller) - Create Evaluation Rubric for Selection (Controller) 		<p>Superintendent, Principals, and instructional leaders to determine instructional purchasing needs and current process bottlenecks.</p> <ul style="list-style-type: none"> - Procurement software solutions will be researched to streamline the procurement process and to ensure that instructional staff receive the resources they need to be successful. The procurement system will also provide additional transparency into the system through the ability to track request timelines and accountability to procurement goals. 	
Principal Changes and Flexibility	<p>Leadership Training and Mentoring:</p> <ul style="list-style-type: none"> - Evaluation of Training and Mentoring Program (CSD Board of Directors) - Amendments or Adjustments to Training Program (CSD Board of Directors) - Set Program Goals for SY2016-17 (CSD Board of Directors) - Draft SY2016-17 Training and Mentoring Plan (Provider) 	<p>Phase four (4th quarter)</p> <p>June 1 to June 30, 2015</p>	<ul style="list-style-type: none"> - CSD Board of Directors will meet with the Superintendent, Principals, and Provider to discuss the Leadership Training and Mentoring program. CSD Board of Directors may meet independently with the Provider. - CSD Board of Directors will evaluate the program based on the goals set at the beginning of the year. - Provider will make amendments or adjustments to the program based on the evaluation and the SY2016-17 program goals. 	<p>See Above (\$10,000 allocated for Planning Year)</p>
Instructional Program	<p>Data Dashboard Development</p> <ul style="list-style-type: none"> - Populate Draft Template with End of Year data (Data Consultant) 	<p>May 15 to June 15, 2015</p>	<ul style="list-style-type: none"> - Data Consultant will populate the draft template with End of Year data. 	<p>See Above (\$20,000 Data Consultant)</p>

<p>Building Culture</p>	<ul style="list-style-type: none"> - Review Draft Template with Data (Superintendent) - Provide Data Consultant with Feedback and Changes (Superintendent) - Make Appropriate Improvements to the Template and Finalize (Data Consultant) - Populate Final Template with End of Year Data (Data Consultant) - Review and Analyze Results (Data Consultant) - Present Findings to All Instructional Staff (Superintendent) - Present Intended On-Going Use of Data Dashboard (Superintendent) <p>Curriculum Alignment</p> <ul style="list-style-type: none"> - Alignment of Curriculum - Integration of RTI Practices - Additional RTI Coach Hiring <p>NEU</p> <ul style="list-style-type: none"> - Trainings with Instructional Staff (Principals) - Conduct End of Year Staff Survey (Principals) - End of Year Evaluation (Principals) - Recommendations for Improvements (Principals) 	<p>May 15 to June 15, 2015</p>	<ul style="list-style-type: none"> - Superintendent and Principals will review the draft template and provide feedback to the Data Consultant based on improvements, additions, or subtractions that need to be made. - Data Consultant will finalize the dashboard and populate with End of Year Data. - Superintendent and Principals will review and analyze the results. They will collaboratively develop a presentation to all instructional staff on the results of the dashboard and explain the intended use of the dashboard for future years. - Principals will work with instructional leaders to create a vertically aligned scope and sequence across all grades that incorporates Bloom’s Taxonomy, IAS standards, and RTI principles. - Superintendent and Principals will finalize hiring (see hiring bullets) of two additional RTI Coaches for the RTI program. - Principals will continue to hold monthly <i>Culture and Collaboration</i> trainings with instructional staff. 	<p>allocated for Planning Year)</p> <p>See Above (\$10,000 allocated for Planning Year)</p>
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<p>Family and Community Engagement</p>	<p>Parent University</p> <ul style="list-style-type: none"> - Kick-Off Meeting to Discuss Parent University (Superintendent) - Establish Parent University Goals (Superintendent) - Select Design Team (Principals) - Select Parent Liaison (Principals) 	<p>April 1 to April 30, 2015</p>	<ul style="list-style-type: none"> - Principals will conduct a survey with instructional staff as to the effectiveness of the trainings. - Principals will conduct an end of year evaluation of the program, including reviewing data relevant to the initiative as well as the staff survey. - Principals will finalize takeaways for informing the Summer Professional Development program as well as professional development during SY2016-17. - Superintendent and Principals will work collaboratively with instructional staff to develop programming for parents to improve their understanding of curriculum, school instructional model, and resources for helping their students. - Principals will select a Parent University team to develop the annual programming and sessions. - Principals will work with the parent organization to select parent liaison's to work directly with the CSD Parent University design team. 	<p>No costs allocated for Planning Year</p>
<p>Operational Flexibility</p>	<p>Procurement System</p> <p>Procurement Software Selection</p> <ul style="list-style-type: none"> - Review all Providers Based on Rubric (Controller) - Recommendation for Provider (Controller) - Select Provider (Superintendent) - Negotiate Contract (Controller) - Finalize Contract (Superintendent) 	<p>April 15 to May 15, 2015</p>	<ul style="list-style-type: none"> - Controller will review all identified providers based on the evaluation rubric. Based on the review, the controller will recommend one provider to the Superintendent. 	<p>No costs allocated for Planning Year</p>

			<p>improving school performance. Determine appropriate budgetary implications.</p> <ul style="list-style-type: none"> - As appropriate, adjust the Annual Budget for the next academic year per recommendations from the Controller, Principals, and other Budget Managers. 	
Effectiveness of Staff and Recruitment/ Retention of Staff	<p>Evaluation System</p> <ul style="list-style-type: none"> - Review All Draft Evaluation System Materials and Planning Year Evaluations (Superintendent) - SY2016-17 Evaluation System Improvements and Clarifications (Superintendent) - Finalize Rubric (Principals) - Finalize Evaluation System Processes and Procedures (Principals) - Develop Instructional Staff Training (Superintendent) - Conduct Instructional Staff Training (Superintendent) - Full implementation of Evaluation System (Superintendent) 	<p>Phase five (summer 2016)</p> <p>July 1 to July 31, 2015</p>	<ul style="list-style-type: none"> - Superintendent and Principals will review all preliminary evaluation system materials drafted earlier in the school year. Based on SY2015-16 and evaluation feedback, they will determine adjustments that need to be made to the Evaluation System. - Principals will modify and update all Evaluation System documents, including the performance rubric and processes and procedures. - Superintendent will develop a training for instructional staff to be delivered during the Summer Professional Development in August. 	<p>No costs allocated for Planning Year (developed internally)</p>
	<p>Performance-Based Compensation System</p> <ul style="list-style-type: none"> - Review All Draft Compensation System Materials and SY2016-17 Staffing (Superintendent) 	<p>July 1 to July 31, 2015</p>	<ul style="list-style-type: none"> - Superintendent will work with Orbital to review all draft Compensation System materials, including the performance-based compensation structure, financial modeling, leadership position 	<p>See Above (\$22,500 allocated for Planning Year)</p>

<p>Family and Community Engagement</p>	<ul style="list-style-type: none"> - SY2016-17 Compensation System Improvements and Clarifications (Superintendent) - Finalize Process and Procedures (Superintendent) - Develop Instructional Staff Training (Superintendent) - Conduct Instructional Staff Training (Superintendent) - Full implementation of Compensation System (Superintendent) <p>Parent University</p> <ul style="list-style-type: none"> - Draft Programming Plan (Design Team) - Review Plan and Provide Feedback (Superintendent) 	<p>June 15 to July 15, 2015</p>	<p>stipends, and alignment with Evaluation System.</p> <ul style="list-style-type: none"> - Superintendent will work with Orbital to develop processes and procedures around the Compensation System. - Superintendent will develop materials and training for all instructional staff to ensure the system is transparent and fully understood by instructional staff. <p>- The Design Team will develop a draft plan for Parent University programming, matching parent needs with CSD staff input.</p> <p>- The Superintendent will review the draft plan and provide feedback, as appropriate.</p> <p>- Working with the Parent Liaison(s), the Design Team will finalize the program plan and develop specific session programming for Parent University. This will include a schedule of sessions (monthly) to be distributed to all parents and posted on CSD's website.</p>	
<p>Professional Development</p>	<ul style="list-style-type: none"> - Finalize Plan (Design Team) - Develop Programming and Finalize Schedule (Design Team) <p>Summer Professional Development Planning and Development</p> <ul style="list-style-type: none"> - Finalize Professional Development Schedule (Principals) 	<p>July 15 to August 15, 2015</p> <p>July 1 to July 31, 2015</p>	<p>- Principals will work collaboratively with the Professional Development Planning Team to finalize the schedule, sessions, and materials. The Planning Team will develop roles and responsibilities for during the Summer Professional</p>	<p>\$10,000 for stipends for the Design Team (excluding Principals and Superintendent) allocated for Planning Year</p>

Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

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

Complete the table below detailing the 3-year implementation plan. EACH principle in the “guidance document” MUST have action steps, person(s) responsible, implementation pieces for each year, and budgeted items – all REQUIRED FEDERAL PIECES and IN CONDITIONS must be included in this section. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation.

Please see the “guidance document” for required federal pieces, IN conditions, samples, details, and more information.

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Developing and Increasing Teacher and School Leader Effectiveness: Replace Principal with one who has a past track of student success and the ability to lead a transformation effort.	Hire New Superintendent (CSD Board of Directors)	Completed in SY2015-16 CSD Board of Directors interviewed candidates and selected a new Superintendent on February 15, 2015. The Superintendent started full-time on June 15, 2015.			Completed
	New Principal Structure (Superintendent)	Completed in SY2015-16 Starting on July 1, 2015, the new Principal structure will take effect.			Completed
	Leadership Training (CSD Board of Directors and Superintendent):	Review and finalize leadership training and mentoring structure for the year. July 1	Review and finalize leadership training and mentoring structure for the year. July 1	Review and finalize leadership training and mentoring structure for the year. July 1	\$15,000 allocated per Implementation Year
	Leadership Training Contract (CSD Board of	Negotiate and finalize annual contract for	Negotiate and finalize annual contract for	Negotiate and finalize annual contract for	

	<p>Directors and Superintendent)</p> <p>High-Performing School Visits (Superintendent):</p> <ol style="list-style-type: none"> 1. Review professional development needs. 2. Determine types of high-performance school visits would be helpful, based on needs. 3. Find high-performing schools to visit. 4. Schedule visits throughout the year. 5. Determine appropriate staff to send in addition to Superintendent and/or Principals. 6. Share out learnings from visits. 	<p>leadership training and mentoring. July 1 to July 31</p> <p>Superintendent, Principals, and selected instructional leaders or exemplary teachers will visit high-performing school across the nation. Schools will be selected based on alignment CSD’s academic and selected areas of focus for the school year. School visits will be used to deep dive into best practices and learn from the highest performance organizations. August 15 (Plan and Schedule) Visits will occur throughout the school year.</p>	<p>leadership training and mentoring. July 1 to July 31</p> <p>Superintendent, Principals, and selected instructional leaders or exemplary teachers will visit high-performing school across the nation. Schools will be selected based on alignment CSD’s academic and selected areas of focus for the school year. School visits will be used to deep dive into best practices and learn from the highest performance organizations. August 15 (Plan and Schedule) Visits will occur throughout the school year.</p>	<p>leadership training and mentoring. July 1 to July 31</p> <p>Superintendent, Principals, and selected instructional leaders or exemplary teachers will visit high-performing school across the nation. Schools will be selected based on alignment CSD’s academic and selected areas of focus for the school year. School visits will be used to deep dive into best practices and learn from the highest performance organizations. August 15 (Plan and Schedule) Visits will occur throughout the school year.</p>	<p>\$5,000 allocated per Implementation Year for travel to selected schools</p>
<p>Developing and Increasing Teacher and School Leader Effectiveness: Implement rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and</p>	<p>Teacher Induction and Training - Determine Annual Teacher Induction Goals (Principals):</p>	<p>Teacher Induction and Training - Work collaboratively with Superintendent and instructional leaders to set goals around specific outcomes for the Teacher Induction and Training. July 15 - Work with Superintendent to finalize</p>	<p>Teacher Induction and Training - Work collaboratively with Superintendent and instructional leaders to set goals around specific outcomes for the Teacher Induction and Training. July 15 - Work with Superintendent to finalize</p>	<p>Teacher Induction and Training - Work collaboratively with Superintendent and instructional leaders to set goals around specific outcomes for the Teacher Induction and Training. July 15 - Work with Superintendent to finalize</p>	<p>Component of Additional Principal’s role and responsibilities</p>

<p>principal involvement that:</p> <ol style="list-style-type: none"> 1) Will be used for continual improvement of instructions 2) Meaningfully differentiate performance using at least three performance levels 3) Use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys 4) Evaluate teachers and principals on a regular basis 5) Provide clear, timely, and useful feedback, including feedback that identifies needs and 	<ul style="list-style-type: none"> - Set Schedule for Annual Teacher Induction (Principals) - Develop Annual Teacher Induction Program (Principals) - Implement Annual Teacher Induction (Principals) - Review Annual Teacher Induction (Principals) <p>Assessment and Evaluation Schedule:</p> <ul style="list-style-type: none"> - Review and Select Student Assessments (Superintendent) 	<p>length of program and dates. July 31</p> <ul style="list-style-type: none"> - Develop sessions, trainings, and materials for Teacher Induction based on CSD’s academic program and the agreed upon goals for Teacher Induction. July 31 - Hold Annual Teacher Induction prior to the start of the new school year. August 15 - Administer surveys and collaboratively review and analyze the process for the purposes of improving in future years. September 15 <p>Assessment and Evaluation Schedule:</p> <ul style="list-style-type: none"> - Work collaboratively with Principals and instructional leaders to select third party assessments (i.e. NWEA MAP). July 15 	<p>length of program and dates. July 31</p> <ul style="list-style-type: none"> - Develop sessions, trainings, and materials for Teacher Induction based on CSD’s academic program and the agreed upon goals for Teacher Induction. July 31 - Hold Annual Teacher Induction prior to the start of the new school year. August 15 - Administer surveys and collaboratively review and analyze the process for the purposes of improving in future years. September 15 <p>Assessment and Evaluation Schedule:</p> <ul style="list-style-type: none"> - Work collaboratively with Principals and instructional leaders to select third party assessments (i.e. NWEA MAP). July 15 	<p>length of program and dates. July 31</p> <ul style="list-style-type: none"> - Develop sessions, trainings, and materials for Teacher Induction based on CSD’s academic program and the agreed upon goals for Teacher Induction. July 31 - Hold Annual Teacher Induction prior to the start of the new school year. August 15 - Administer surveys and collaboratively review and analyze the process for the purposes of improving in future years. September 15 <p>Assessment and Evaluation Schedule:</p> <ul style="list-style-type: none"> - Work collaboratively with Principals and instructional leaders to select third party assessments (i.e. NWEA MAP). July 15 	<p>\$5,000 allocated per Implementation Year for supplies</p> <p>Component of Additional Principal’s role and responsibilities</p>
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<p>guides professional development 6) Will be used to inform personnel decisions</p>	<ul style="list-style-type: none"> - Interim and Formative Assessment Goals (Superintendent) - Interim and Formative Assessment Schedule (Superintendent) - Develop Internal Assessment Rubric (Principals) - Develop Internal Assessments (Teachers) - Administer Interim and Formative Assessments (Teachers) - Administer Summative Assessments (Testing Coordinator) 	<ul style="list-style-type: none"> - Work collaboratively with Principals and instructional leaders to determine annual goals for interim and formative assessments that aligns with RTI initiatives and scope and sequence of curriculum. July 15 - Determine schedule for administering interim and formative assessments. July 31 - Develop rubric for guiding the development of any internally produced interim or formative assessments. August 15 - Develop internal assessment in alignment with the Assessment Rubric and assessment goals. Start of School - Administer assessments in alignment with the testing schedule finalized by the Superintendent. Weekly and Monthly (as determined) 	<ul style="list-style-type: none"> - Work collaboratively with Principals and instructional leaders to determine annual goals for interim and formative assessments that aligns with RTI initiatives and scope and sequence of curriculum. July 15 - Determine schedule for administering interim and formative assessments. July 31 - Develop rubric for guiding the development of any internally produced interim or formative assessments. August 15 - Develop internal assessment in alignment with the Assessment Rubric and assessment goals. Start of School - Administer assessments in alignment with the testing schedule finalized by the Superintendent. Weekly and Monthly (as determined) 	<ul style="list-style-type: none"> - Work collaboratively with Principals and instructional leaders to determine annual goals for interim and formative assessments that aligns with RTI initiatives and scope and sequence of curriculum. July 15 - Determine schedule for administering interim and formative assessments. July 31 - Develop rubric for guiding the development of any internally produced interim or formative assessments. August 15 - Develop internal assessment in alignment with the Assessment Rubric and assessment goals. Start of School - Administer assessments in alignment with the testing schedule finalized by the Superintendent. Weekly and Monthly (as determined) 	
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	<p>Daily Observations - Daily Observation Goals (Principals)</p> <p>- Daily Observation Process (Principals)</p> <p>Weekly Informal Check-ins: - Weekly Check-In Goals (Principals)</p> <p>- Weekly Check-In Schedule (Principals)</p> <p>- Weekly Check-In Process (Principals)</p>	<p>- Administer all third party, summative assessments, i.e. the ISTEP and NWEA MAP.</p> <p>Daily Observations - Determine goals for daily observations. July 15</p> <p>- Determine process for daily observations, including: rubric, schedule, length (i.e. 10 minutes), and follow up and feedback guidelines. July 31</p> <p>Weekly Informal Check-ins: - Determine goals for weekly check-ins in alignment with academic goals and Evaluation System. Revisit annually as appropriate. July 15</p> <p>- Determine schedule for weekly check-ins. July 31</p> <p>- Determine structure for weekly check-ins, including: length (i.e. 10 minutes), typical agenda,</p>	<p>- Administer all third party, summative assessments, i.e. the ISTEP and NWEA MAP.</p> <p>Daily Observations - Determine goals for daily observations. July 15</p> <p>- Determine process for daily observations, including: rubric, schedule, length (i.e. 10 minutes), and follow up and feedback guidelines. July 31</p> <p>Weekly Informal Check-ins: - Determine goals for weekly check-ins in alignment with academic goals and Evaluation System. Revisit annually as appropriate. July 15</p> <p>- Determine schedule for weekly check-ins. July 31</p> <p>- Determine structure for weekly check-ins, including: length (i.e. 10 minutes), typical agenda,</p>	<p>- Administer all third party, summative assessments, i.e. the ISTEP and NWEA MAP.</p> <p>Daily Observations - Determine goals for daily observations. July 15</p> <p>- Determine process for daily observations, including: rubric, schedule, length (i.e. 10 minutes), and follow up and feedback guidelines. July 31</p> <p>Weekly Informal Check-ins: - Determine goals for weekly check-ins in alignment with academic goals and Evaluation System. Revisit annually as appropriate. July 15</p> <p>- Determine schedule for weekly check-ins. July 31</p> <p>- Determine structure for weekly check-ins, including: length (i.e. 10 minutes), typical agenda,</p>	<p>Component of Additional Principal's role and responsibilities</p> <p>Component of Additional Principal's role and responsibilities</p>
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	<p>Monthly Meetings - Monthly Meeting Goals (Principals)</p> <p>- Monthly Meeting Schedule (Principals)</p> <p>- Monthly Meeting Process (Principals)</p> <p>Collection and Analysis of Mid-Year Student Performance Data: - Development and/or Improvement of Data Dashboard (Data Consultant)</p>	<p>and structure of feedback from observations. August 15</p> <p>Monthly Meetings - Develop goals for monthly teacher meetings in alignment with academic goals and Evaluation System. July 15</p> <p>- Determine schedule for monthly teacher meetings. July 31</p> <p>- Develop structure for monthly meetings in alignment with academic goals and Evaluation System, including: length (i.e. 30 minutes), informal evaluation against Evaluation System rubric, and structure of feedback from observations. August 15</p> <p>Collection and Analysis of Mid-Year Student Performance Data: - Annually review and adjust the Data Dashboard based on annual academic goals, available data, and review</p>	<p>and structure of feedback from observations. August 15</p> <p>Monthly Meetings - Develop goals for monthly teacher meetings in alignment with academic goals and Evaluation System. July 15</p> <p>- Determine schedule for monthly teacher meetings. July 31</p> <p>- Develop structure for monthly meetings in alignment with academic goals and Evaluation System, including: length (i.e. 30 minutes), informal evaluation against Evaluation System rubric, and structure of feedback from observations. August 15</p> <p>Collection and Analysis of Mid-Year Student Performance Data: - Annually review and adjust the Data Dashboard based on annual academic goals, available data, and review</p>	<p>and structure of feedback from observations. August 15</p> <p>Monthly Meetings - Develop goals for monthly teacher meetings in alignment with academic goals and Evaluation System. July 15</p> <p>- Determine schedule for monthly teacher meetings. July 31</p> <p>- Develop structure for monthly meetings in alignment with academic goals and Evaluation System, including: length (i.e. 30 minutes), informal evaluation against Evaluation System rubric, and structure of feedback from observations. August 15</p> <p>Collection and Analysis of Mid-Year Student Performance Data: - Annually review and adjust the Data Dashboard based on annual academic goals, available data, and</p>	<p>Component of Additional Principal's role and responsibilities</p> <p>Component of Data Consultant scope of work</p> <p>Component of Additional Principal's role and responsibilities</p> <p>Component of Data Consultant scope of work</p>
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	<p>- Collect Academic Performance Data (Data Consultant)</p> <p>- Analyze Academic Performance Data (Data Consultant)</p> <p>Mid-Year Review - Mid-Year Review Goals (Superintendent)</p> <p>- Schedule of Mid-Year Reviews (Superintendent and Principals)</p>	<p>of and feedback on process and structure. July 31</p> <p>- Collect academic performance data from all relevant sources, including: interim and formative assessments, summative assessments, Data Dashboard, PowerSchool, etc. Annually: By June 1 or As Available Quarterly: 15 days After Quarter End</p> <p>- Analyze Academic Performance Data based on annual goals. Completed One Week After Collection</p> <p>Mid-Year Review - Work collaboratively with Principals to determine goals for Mid-Year Reviews. July 15</p> <p>- Determine schedule for conducting formal mid-year reviews. July 31</p>	<p>of and feedback on process and structure. July 31</p> <p>- Collect academic performance data from all relevant sources, including: interim and formative assessments, summative assessments, Data Dashboard, PowerSchool, etc. Annually: By June 1 or As Available Quarterly: 15 days After Quarter End</p> <p>- Analyze Academic Performance Data based on annual goals. Completed One Week After Collection</p> <p>Mid-Year Review - Work collaboratively with Principals to determine goals for Mid-Year Reviews. July 15</p> <p>- Determine schedule for conducting formal mid-year reviews. July 31</p>	<p>review of and feedback on process and structure. July 31</p> <p>- Collect academic performance data from all relevant sources, including: interim and formative assessments, summative assessments, Data Dashboard, PowerSchool, etc. Annually: By June 1 or As Available Quarterly: 15 days After Quarter End</p> <p>- Analyze Academic Performance Data based on annual goals. Completed One Week After Collection</p> <p>Mid-Year Review - Work collaboratively with Principals to determine goals for Mid-Year Reviews. July 15</p> <p>- Determine schedule for conducting formal mid-year reviews. July 31</p>	<p>Component of Additional Principal's role and responsibilities</p>
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<p>- Mid-Year Review Template (Superintendent)</p> <p>- Complete Mid-Year Review Template (Principals and Teachers)</p> <p>- Conduct Mid-Year Reviews (Superintendent and Principals)</p> <p>- Archive Reviews (Principals)</p> <p>Identification of Teachers by Performance Band:</p> <p>- Collect All Mid-Year Review Results by Performance Band (Principals)</p> <p>- Develop Report for Reviewing Results (Principals)</p>	<p>- Development or improvement of Mid-Year Review template in alignment with Evaluation System. August 15</p> <p>- Principals complete <i>Supervisor</i> evaluation. Teacher complete self-evaluation. January 15 (Complete all reviews)</p> <p>- Conduct Mid-Year Reviews for all instructional staff, including completing template and any other relevant documentation. January 31 (Meetings with all staff completed)</p> <p>- Archive Reviews for data analysis and future reference purposes. February 15</p> <p>Identification of Teachers by Performance Band:</p> <p>- Collect all mid-year review results by Performance Band. January 15</p>	<p>- Development or improvement of Mid-Year Review template in alignment with Evaluation System. August 15</p> <p>- Principals complete <i>Supervisor</i> evaluation. Teacher complete self-evaluation. January 15 (Complete all reviews)</p> <p>- Conduct Mid-Year Reviews for all instructional staff, including completing template and any other relevant documentation. January 31 (Meetings with all staff completed)</p> <p>- Archive Reviews for data analysis and future reference purposes. February 15</p> <p>Identification of Teachers by Performance Band:</p> <p>- Collect all mid-year review results by Performance Band. January 15</p>	<p>- Development or improvement of Mid-Year Review template in alignment with Evaluation System. August 15</p> <p>- Principals complete <i>Supervisor</i> evaluation. Teacher complete self-evaluation. January 15 (Complete all reviews)</p> <p>- Conduct Mid-Year Reviews for all instructional staff, including completing template and any other relevant documentation. January 31 (Meetings with all staff completed)</p> <p>- Archive Reviews for data analysis and future reference purposes. February 15</p> <p>Identification of Teachers by Performance Band:</p> <p>- Collect all mid-year review results by Performance Band. January 15</p>	<p>- Development or improvement of Mid-Year Review template in alignment with Evaluation System. August 15</p> <p>- Principals complete <i>Supervisor</i> evaluation. Teacher complete self-evaluation. January 15 (Complete all reviews)</p> <p>- Conduct Mid-Year Reviews for all instructional staff, including completing template and any other relevant documentation. January 31 (Meetings with all staff completed)</p> <p>- Archive Reviews for data analysis and future reference purposes. February 15</p> <p>Identification of Teachers by Performance Band:</p> <p>- Collect all mid-year review results by Performance Band. January 15</p>	<p>Component of Data Consultant scope of work</p> <p>Component of Additional Principal's role and responsibilities</p>
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	<p>- Develop Report for Reviewing “Bubble” Performers (Principals)</p> <p>Identification of Areas for Professional Development and Plans for Providing Appropriate Support: - Review results with Principals.</p> <p>- Determine Professional Development Needs (Superintendent)</p>	<p>- Develop reporting template for analyzing results. December 31 (Template) January 31 (Report Completed)</p> <p>- Develop report template for reviewing staff that are “bubble” performers, i.e. between a Level 2 and Level 3 or potentially on a track for termination. December 31 (Template) January 31 (Report Completed)</p> <p>Identification of Areas for Professional Development and Plans for Providing Appropriate Support: - Review results with Principals.</p> <p>- Work collaboratively with Principals to adjust Annual Professional Development goals based on mid-year performance reviews and individual teacher areas for improvement.</p>	<p>- Develop reporting template for analyzing results. December 31 (Template) January 31 (Report Completed)</p> <p>- Develop report template for reviewing staff that are “bubble” performers, i.e. between a Level 2 and Level 3 or potentially on a track for termination. December 31 (Template) January 31 (Report Completed)</p> <p>Identification of Areas for Professional Development and Plans for Providing Appropriate Support: - Review results with Principals.</p> <p>- Work collaboratively with Principals to adjust Annual Professional Development goals based on mid-year performance reviews and individual teacher areas for improvement.</p>	<p>- Develop reporting template for analyzing results. December 31 (Template) January 31 (Report Completed)</p> <p>- Develop report template for reviewing staff that are “bubble” performers, i.e. between a Level 2 and Level 3 or potentially on a track for termination. December 31 (Template) January 31 (Report Completed)</p> <p>Identification of Areas for Professional Development and Plans for Providing Appropriate Support: - Review results with Principals.</p> <p>- Work collaboratively with Principals to adjust Annual Professional Development goals based on mid-year performance reviews and individual teacher areas for improvement.</p>	<p>Component of Data Consultant scope of work</p> <p>Component of Data Consultant scope of work</p> <p>Component of Additional Principal’s role and responsibilities</p>
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	<p>- Develop Performance Improvement Plans (Principals)</p> <p>Preliminary Staffing Decisions:</p> <p>- Review Potential Promotions Opportunities (Superintendent)</p> <p>- Review Potential Terminations (Superintendent):</p> <p>- Review Preliminary Performance-Based Compensation Decisions (Superintendent):</p> <p>- Review with Staff (Superintendent and Principals)</p>	<p>- Develop Performance Improvement Plans for low performing staff (Levels 1 and 2), as appropriate.</p> <p>Preliminary Staffing Decisions:</p> <p>- Review potential promotions opportunities based on mid-year reviews.</p> <p>- Review potential terminations based on mid-year reviews.</p> <p>- Review preliminary performance-based compensation decisions based on mid-year reviews.</p> <p>- Review preliminary decisions with instructional staff, as appropriate. Used to inform planning for next academic year, incentivize strong performance, incentivize retention (i.e. leadership opportunities),</p>	<p>- Develop Performance Improvement Plans for low performing staff (Levels 1 and 2), as appropriate.</p> <p>Preliminary Staffing Decisions:</p> <p>- Review potential promotions opportunities based on mid-year reviews.</p> <p>- Review potential terminations based on mid-year reviews.</p> <p>- Review preliminary performance-based compensation decisions based on mid-year reviews.</p> <p>- Review preliminary decisions with instructional staff, as appropriate. Used to inform planning for next academic year, incentivize strong performance, incentivize retention (i.e. leadership opportunities),</p>	<p>- Develop Performance Improvement Plans for low performing staff (Levels 1 and 2), as appropriate.</p> <p>Preliminary Staffing Decisions:</p> <p>- Review potential promotions opportunities based on mid-year reviews.</p> <p>- Review potential terminations based on mid-year reviews.</p> <p>- Review preliminary performance-based compensation decisions based on mid-year reviews.</p> <p>- Review preliminary decisions with instructional staff, as appropriate. Used to inform planning for next academic year, incentivize strong performance, incentivize retention (i.e. leadership opportunities),</p>	<p>Component of Additional Principal's role and responsibilities</p>
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	<p>or encourage improved performance.</p> <p>Collection and Analysis of End of Year Student Performance Data: - - Collect Academic Performance Data (Data Consultant)</p> <p>- Analyze Academic Performance Data (Data Consultant)</p> <p>Annual Review - Annual Review Goals (Superintendent)</p> <p>- Schedule of Annual Reviews: (Superintendent and Principals)</p> <p>- Annual Review Template (Superintendent)</p>	<p>or encourage improved performance.</p> <p>Collection and Analysis of End of Year Student Performance Data: - - Collect academic performance data from appropriate data sources.</p> <p>- Analyze academic performance data in relation to CSD annual goals and leading indicators.</p> <p>Annual Review - Work collaboratively with Principals to determine goals for Annual Reviews.</p> <p>- Determine schedule for conducting formal annual reviews.</p> <p>- Development or improvement of Annual Review template in alignment with Evaluation System.</p>	<p>or encourage improved performance.</p> <p>Collection and Analysis of End of Year Student Performance Data: - - Collect academic performance data from appropriate data sources.</p> <p>- Analyze academic performance data in relation to CSD annual goals and leading indicators.</p> <p>Annual Review - Work collaboratively with Principals to determine goals for Annual Reviews.</p> <p>- Determine schedule for conducting formal annual reviews.</p> <p>- Development or improvement of Annual Review template in alignment with Evaluation System.</p>	<p>or encourage improved performance.</p> <p>Collection and Analysis of End of Year Student Performance Data: - - Collect academic performance data from appropriate data sources.</p> <p>- Analyze academic performance data in relation to CSD annual goals and leading indicators.</p> <p>Annual Review - Work collaboratively with Principals to determine goals for Annual Reviews.</p> <p>- Determine schedule for conducting formal annual reviews.</p> <p>- Development or improvement of Annual Review template in alignment with Evaluation System.</p>	<p>Component of Additional Principal's role and responsibilities</p> <p>Component of Data Consultant scope of work</p> <p>Component of Additional Principal's role and responsibilities</p>
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	<ul style="list-style-type: none"> - Complete Annual Review Template (Principals and Teachers) - Conduct Annual Reviews (Superintendent and Principals) - Archive Reviews (Principals) Final Staffing Decisions: Promotions, Performance Improvement Plans, and Terminations: - Review Open Positions (Superintendent) - Review Potential Terminations (Superintendent) - Review Performance-Based Compensation 	<ul style="list-style-type: none"> - Principals complete <i>Supervisor</i> evaluation. Teacher complete self-evaluation. - Conduct annual review meetings with individual staff, communicating findings of the evaluation and any actions that directly resulted from the evaluation. - Archive reviews for future reference and access to data. Final Staffing Decisions: Promotions, Performance Improvement Plans, and Terminations: - Review and finalize open positions, leadership and otherwise, for the upcoming academic year. - Review staff that may be terminated based on performance. - Review all outcomes with the Performance- 	<ul style="list-style-type: none"> - Principals complete <i>Supervisor</i> evaluation. Teacher complete self-evaluation. - Conduct annual review meetings with individual staff, communicating findings of the evaluation and any actions that directly resulted from the evaluation. - Archive reviews for future reference and access to data. Final Staffing Decisions: Promotions, Performance Improvement Plans, and Terminations: - Review and finalize open positions, leadership and otherwise, for the upcoming academic year. - Review staff that may be terminated based on performance. - Review all outcomes with the Performance- 	<ul style="list-style-type: none"> - Principals complete <i>Supervisor</i> evaluation. Teacher complete self-evaluation. - Conduct annual review meetings with individual staff, communicating findings of the evaluation and any actions that directly resulted from the evaluation. - Archive reviews for future reference and access to data. Final Staffing Decisions: Promotions, Performance Improvement Plans, and Terminations: - Review and finalize open positions, leadership and otherwise, for the upcoming academic year. - Review staff that may be terminated based on performance. - Review all outcomes with the Performance- 	<p>Component of Additional Principal's role and responsibilities</p>
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	<p>Decisions (Superintendent)</p> <p>- Budget Follow Up (Controller)</p> <p>- Review decisions with instructional staff, as appropriate, during Formal Annual Review.</p> <p>Evaluation System Review and Improvement: - Review Prior Year Process and Outcomes (Superintendent and Principals)</p> <p>- Conduct Survey (Principals)</p>	<p>Based Compensation System based on staff performance.</p> <p>- Review financial implications of promotions and performance-based compensation decisions (additional information below).</p> <p>- Review decisions with instructional staff, as appropriate, during Formal Annual Review.</p> <p>Evaluation System Review and Improvement: - Review the outcomes from the previous year's Evaluation System results.</p> <p>- Development and administer survey to staff regarding the Evaluation System process and overall effectiveness.</p> <p>- Evaluation System Improvement Team</p>	<p>Based Compensation System based on staff performance.</p> <p>- Review financial implications of promotions and performance-based compensation decisions (additional information below).</p> <p>- Review decisions with instructional staff, as appropriate, during Formal Annual Review.</p> <p>Evaluation System Review and Improvement: - Review the outcomes from the previous year's Evaluation System results.</p> <p>- Development and administer survey to staff regarding the Evaluation System process and overall effectiveness.</p> <p>- Evaluation System Improvement Team</p>	<p>Based Compensation System based on staff performance.</p> <p>- Review financial implications of promotions and performance-based compensation decisions (additional information below).</p> <p>- Review decisions with instructional staff, as appropriate, during Formal Annual Review.</p> <p>Evaluation System Review and Improvement: - Review the outcomes from the previous year's Evaluation System results.</p> <p>- Development and administer survey to staff regarding the Evaluation System process and overall effectiveness.</p> <p>- Evaluation System Improvement Team</p>	<p>Component of Orbital scope of work</p> <p>Component of Additional Principal's role and responsibilities</p>
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	<p>- Evaluation System Improvement Team (Superintendent)</p> <p>- Review Results (Superintendent)</p>	<p>(Superintendent): Select team of instructional leaders and staff charged with making recommendations for improvement the Evaluation System.</p> <p>- Review results of Improvement Team and work collaboratively with Principals and instructional leaders to make improvements to the Evaluation System.</p>	<p>(Superintendent): Select team of instructional leaders and staff charged with making recommendations for improvement the Evaluation System.</p> <p>- Review results of Improvement Team and work collaboratively with Principals and instructional leaders to make improvements to the Evaluation System.</p>	<p>(Superintendent): Select team of instructional leaders and staff charged with making recommendations for improvement the Evaluation System.</p> <p>- Review results of Improvement Team and work collaboratively with Principals and instructional leaders to make improvements to the Evaluation System.</p>	
<p>Developing and Increasing Teacher and School Leader Effectiveness: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p>	<p><i>The following steps assume full development of a performance-based compensation system during the Planning Year. The Compensation System will be tied and triggered by Evaluation System (see above)</i></p> <p>Determine Budget Implications for Performance Based Compensation System (Controller)</p>	<p>Controller reviews leadership position and compensation changes as a result of instructional staff evaluations. Controller determine the budgetary implications for these changes. May 1 to June 15</p>	<p>Controller reviews leadership position and compensation changes as a result of instructional staff evaluations. Controller determine the budgetary implications for these changes. May 1 to June 15</p>	<p>Controller reviews leadership position and compensation changes as a result of instructional staff evaluations. Controller determine the budgetary implications for these changes. May 1 to June 15</p>	<p>Component of Orbital scope of work: providing support to Superintendent and Controller</p>

	Update Compensation System Financial Projections (Controller)	Controller updates the Compensation System financial model to determine the long-term financial implications, if any, of compensation changes. June 1 to June 30.	Controller updates the Compensation System financial model to determine the long-term financial implications, if any, of compensation changes. June 1 to June 30.	Controller updates the Compensation System financial model to determine the long-term financial implications, if any, of compensation changes. June 1 to June 30.	
	Evaluate System and Improvement (Superintendent)	Superintendent and Controller evaluate the effectiveness of the Compensation System and its long-term financial viability. June 1 to June 30	Superintendent and Controller evaluate the effectiveness of the Compensation System and its long-term financial viability. June 1 to June 30	Superintendent and Controller evaluate the effectiveness of the Compensation System and its long-term financial viability. June 1 to June 30	
Comprehensive Instructional Reform Strategies: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	Curriculum Review & Scope and Sequence RTI IAS Standards	- Vertically align scope and sequence to IAS standards - Develop RTI plan for all classes - Onboard two additional RTI Coaches - Post IAS standards in all classrooms per Planning Year plan - Make IAS standards accessible to all instructional staff and parents	- Vertically align scope and sequence to IAS standards - Develop RTI plan for all classes - Post IAS standards in all classrooms per Planning Year plan - Make IAS standards accessible to all instructional staff and parents	- Vertically align scope and sequence to IAS standards - Develop RTI plan for all classes - Post IAS standards in all classrooms per Planning Year plan - Make IAS standards accessible to all instructional staff and parents	Component of 2 RTI Coaches
Comprehensive Instructional Reform Strategies:	Assessment Calendar (Principals)	Principals will develop an annual assessment calendar for all formative,	Principals will develop an annual assessment calendar for all formative,	Principals will develop an annual assessment calendar for all formative,	Component of Additional Principal's

<p>Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Fall NWEA MAP Administration (Testing Coordinator)</p>	<p>interim, and summative assessments. For formative and interim assessments, this includes a general pace for teachers to assess progress against course standards. July 1 to July 31 On or Before September 30</p>	<p>interim, and summative assessments. For formative and interim assessments, this includes a general pace for teachers to assess progress against course standards. July 1 to July 31 On or Before September 30</p>	<p>interim, and summative assessments. For formative and interim assessments, this includes a general pace for teachers to assess progress against course standards. July 1 to July 31 On or Before September 30</p>	<p>role and responsibilities</p>
	<p>Winter NWEA MAP Administration (Testing Coordinator)</p>	<p>Before Start of Winter Break</p>	<p>Before Start of Winter Break</p>	<p>Before Start of Winter Break</p>	
	<p>Spring NWEA MAP Administration (Testing Coordinator)</p>	<p>On or Before May 15</p>	<p>On or Before May 15</p>	<p>On or Before May 15</p>	
	<p>Spring ISTEP Administration (Testing Coordinator)</p>	<p>As Determined by IN DOE</p>	<p>As Determined by IN DOE</p>	<p>As Determined by IN DOE</p>	
	<p>On-Going Formative and Interim Assessments (Principals)</p>	<p>Teachers will follow a consistent and high frequency pace for developing and administering interim and/or formative assessments. Teachers will work with Principals and RTI Coaches on an on-going basis to ensure assessments are</p>	<p>Teachers will follow a consistent and high frequency pace for developing and administering interim and/or formative assessments. Teachers will work with Principals and RTI Coaches on an on-going basis to ensure assessments are</p>	<p>Teachers will follow a consistent and high frequency pace for developing and administering interim and/or formative assessments. Teachers will work with Principals and RTI Coaches on an on-going basis to ensure assessments are</p>	

	<p>effectively measuring student progress against standards. On-Going</p> <p>Principals will hold monthly data meetings during the school year with all staff to discuss the school’s leading indicators and year-to-date progress. Monthly</p>	<p>effectively measuring student progress against standards. On-Going</p> <p>Principals will hold monthly data meetings during the school year with all staff to discuss the school’s leading indicators and year-to-date progress. Monthly</p>	<p>effectively measuring student progress against standards. On-Going</p> <p>Principals will hold monthly data meetings during the school year with all staff to discuss the school’s leading indicators and year-to-date progress. Monthly</p>	<p>Component of Data Consultant scope of work</p>
	<p>Quarterly Data Meetings (Principals)</p> <p>Principals will hold quarterly data meetings during the school year with all staff to discuss the school’s leading indicators and year-to-date progress. Meetings will focus on how the data should inform instructional strategies for adjusting instruction. Quarterly</p>	<p>Principals will hold quarterly data meetings during the school year with all staff to discuss the school’s leading indicators and year-to-date progress. Meetings will focus on how the data should inform instructional strategies for adjusting instruction. Quarterly</p>	<p>Principals will hold quarterly data meetings during the school year with all staff to discuss the school’s leading indicators and year-to-date progress. Meetings will focus on how the data should inform instructional strategies for adjusting instruction. Quarterly</p>	<p>Component of Data Consultant scope of work</p>
	<p>Mid-Year Data Review (Superintendent)</p> <p>Superintendents and Principals will review all assessment data to determine the school’s interim progress against goals. Superintendent and Principals will discuss potential adjustments to school-wide initiatives, such as professional</p>	<p>Superintendents and Principals will review all assessment data to determine the school’s interim progress against goals. Superintendent and Principals will discuss potential adjustments to school-wide initiatives, such as professional</p>	<p>Superintendents and Principals will review all assessment data to determine the school’s interim progress against goals. Superintendent and Principals will discuss potential adjustments to school-wide initiatives, such as professional</p>	

	<p>Annual Data Review (Superintendent)</p> <p>Review, Evaluate, and Improve Data Practices (Superintendent)</p>	<p>development sessions or the interim assessment schedule. January 31.</p> <p>Superintendent and Principals will meet to review CSD’s performance against its annual goals. June 15 Superintendent and Principals will analyze data and assessment practices in relation to CSD’s performance against its annual goals. They will determine potential improvements based on shortcomings of the assessment and data approaches. June 30</p>	<p>development sessions or the interim assessment schedule. January 31.</p> <p>Superintendent and Principals will meet to review CSD’s performance against its annual goals. June 15 Superintendent and Principals will analyze data and assessment practices in relation to CSD’s performance against its annual goals. They will determine potential improvements based on shortcomings of the assessment and data approaches. June 30</p>	<p>development sessions or the interim assessment schedule. January 31.</p> <p>Superintendent and Principals will meet to review CSD’s performance against its annual goals. June 15 Superintendent and Principals will analyze data and assessment practices in relation to CSD’s performance against its annual goals. They will determine potential improvements based on shortcomings of the assessment and data approaches. June 30</p>	
<p>Comprehensive Instructional Reform Strategies: Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and</p>	<p>Analyze Teacher Evaluations, Student Performance Data, and Culture Data (Principals)</p> <p>Determine Professional Development Priorities for the Year (Superintendent)</p> <p>Establish Professional Development Calendar (Principals)</p>	<p>July 1 to July 31</p> <p>July 31</p> <p>August 15</p>	<p>July 1 to July 31</p> <p>July 31</p> <p>August 15</p>	<p>July 1 to July 31</p> <p>July 31</p> <p>August 15</p>	<p>Component of Additional Principal’s role and responsibilities</p> <p>\$10,000 for NEU Professional Development services</p>

designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Weekly Professional Development Sessions (Principals)	Weekly As Planned	Weekly As Planned	Weekly As Planned	
Increasing Learning Time and Creating Community Oriented Schools: Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, and/or year schedule to significantly increase the total number of school hours to include additional time for: 1) Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government,	Determine School Year Length (Superintendent) Master Schedule (Principals) Collaborative Planning Time (Principals) Scope and Sequence (Principals) Additional Instruction Time: ELA (Principals)	Continue school day at SY2015-16 length. July 1 Principals will determine schedule for collaborative learning time, including: overlapping planning periods and early release days. August 15 Principals will review how scope and sequence influences school scheduling and calendaring. August 15 Continue ELA daily minutes at 90 minutes.	Increase school day length by 30 minutes. July 1 Principals will determine schedule for collaborative learning time, including: overlapping planning periods and early release days. August 15 Principals will review how scope and sequence influences school scheduling and calendaring. August 15 Increase ELA daily minutes by 30 minutes.	Continue school day at SY2018-19 length. July 1 Principals will determine schedule for collaborative learning time, including: overlapping planning periods and early release days. August 15 Principals will review how scope and sequence influences school scheduling and calendaring. August 15 Continue ELA daily minutes at 120 minutes.	Component of Additional Principal's role and responsibilities

<p>economics, arts, history, and geography; 2) Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, P.E., service learning, and experiential and work-based learning opportunities that are provided by patterning, as appropriate; 3) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</p>	<p>Additional Instruction Time: Math (Principals)</p> <p>Additional Instruction Time: Environmental Science (Principals)</p> <p>Select After School Program Coordinator (Superintendent)</p> <p>After School Program Requirements (Superintendent)</p> <p>After School Program Schedule (After School Program Coordinator)</p> <p>After School Program Transportation (Business Manager)</p> <p>Experiential Learning</p>	<p>Continue Math daily minutes at 90 minutes.</p> <p>Determine Environmental Science grades and daily minutes.</p> <p>Superintendent will select coordinator. July 31</p> <p>Superintendent, Principals, and Coordinator will work collaboratively to determine requirements and goals for the After School Program. July 1 to July 31</p> <p>Coordinator will finalize the After School Program schedule. August 15</p> <p>Business Manager will coordinate student transportation for After School Program students with parents and bus company. This will occur after student participants are solidified after the start of school. September 15</p>	<p>Increase Math daily minutes by 30 minutes.</p> <p>Determine Environmental Science grades and daily minutes.</p> <p>Superintendent will select new coordinator if necessary. July 31</p> <p>Superintendent, Principals, and Coordinator will work collaboratively to determine requirements and goals for the After School Program. July 1 to July 31</p> <p>Coordinator will revise, if necessary, and finalize the After School Program schedule. August 15</p> <p>Business Manager will coordinate student transportation for After School Program students with parents and bus company. This will occur after student participants are solidified after the start of school. September 15</p>	<p>Continue Math daily minutes at 120 minutes.</p> <p>Determine Environmental Science grades and daily minutes.</p> <p>Superintendent will select coordinator. July 31</p> <p>Superintendent, Principals, and Coordinator will work collaboratively to determine requirements and goals for the After School Program. July 1 to July 31</p> <p>Coordinator will finalize the After School Program schedule. August 15</p> <p>Business Manager will coordinate student transportation for After School Program students with parents and bus company. This will occur after student participants are solidified after the start of school. September 15</p>	<p>\$10,000 for After School Coordinator stipend allocated per Implementation Year</p>
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<p>Increasing Learning Time and Creating Community Oriented Schools: Providing ongoing mechanisms for family and community engagement.</p>	<p>Parent University - Finalize and Disseminate Parent University Schedule (Principals) - Review and Finalize Session Materials and Content (Principals) - Solicit Feedback After Each Session (Session Lead) - Continuously Incorporate Feedback into Programming (Design Team)</p>	<p>Principals will finalize the schedule and distribute to all CSD parents and families. Prior to Start of School Principals will review and approve all session materials and content prior to each monthly session. 1 Week Prior to Each Session CSD Staff Members leading the session will solicit feedback from participants with the intent of incorporating into future programming. The Session Lead will provide the feedback to the Principals and the rest of the design team. The Design Team will use the feedback to inform future sessions, including changes or additions to programming. 1 Week After Each Session</p>	<p>Principals will finalize the schedule and distribute to all CSD parents and families. Prior to Start of School Principals will review and approve all session materials and content prior to each monthly session. 1 Week Prior to Each Session CSD Staff Members leading the session will solicit feedback from participants with the intent of incorporating into future programming. The Session Lead will provide the feedback to the Principals and the rest of the design team. The Design Team will use the feedback to inform future sessions, including changes or additions to programming. 1 Week After Each Session</p>	<p>Principals will finalize the schedule and distribute to all CSD parents and families. Prior to Start of School Principals will review and approve all session materials and content prior to each monthly session. 1 Week Prior to Each Session CSD Staff Members leading the session will solicit feedback from participants with the intent of incorporating into future programming. The Session Lead will provide the feedback to the Principals and the rest of the design team. The Design Team will use the feedback to inform future sessions, including changes or additions to programming. 1 Week After Each Session</p>	<p>Component of Additional Principal's role and responsibilities</p>
<p>Providing Operational</p>	<p>Fiscal Monitoring and Budget Control and Insight</p>	<p>Fiscal Monitoring and Budget Control and Insight</p>	<p>Fiscal Monitoring and Budget Control and Insight</p>	<p>Fiscal Monitoring and Budget Control and Insight</p>	<p>No costs allocated in Implementation Years</p>

<p>Flexibility and Sustained Support: Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates.</p>	<ul style="list-style-type: none"> - Determine Budget Manager (Superintendent) - Annual Budgeting Process (Controller) - Run Monthly Reports (Controller) - Review Monthly Reports (Controller) 	<ul style="list-style-type: none"> - Determine staff that will be responsible for recommending Budget decisions for their specific program and area of oversight. For example, the Elementary (K-3) Principal will be responsible for recommending 1st grade curriculum expenditures and monitoring Budget progress for the year for K-3 curriculum spending. January through May - Work collaboratively with all Budget Managers to ensure programmatic goals are aligned with Budget expenditures. January through June - Run monthly reports from accounting system. Monthly: ≤ 10 days after the end of the month - Review monthly reports and conduct analysis independently of Budget Managers. Monthly: 10-15 days after the end of the month 	<ul style="list-style-type: none"> - Determine staff that will be responsible for recommending Budget decisions for their specific program and area of oversight. For example, the Elementary (K-3) Principal will be responsible for recommending 1st grade curriculum expenditures and monitoring Budget progress for the year for K-3 curriculum spending. January through May - Work collaboratively with all Budget Managers to ensure programmatic goals are aligned with Budget expenditures. January through June - Run monthly reports from accounting system. Monthly: ≤ 10 days after the end of the month - Review monthly reports and conduct analysis independently of Budget Managers. Monthly: 10-15 days after the end of the month 	<ul style="list-style-type: none"> - Determine staff that will be responsible for recommending Budget decisions for their specific program and area of oversight. For example, the Elementary (K-3) Principal will be responsible for recommending 1st grade curriculum expenditures and monitoring Budget progress for the year for K-3 curriculum spending. January through May - Work collaboratively with all Budget Managers to ensure programmatic goals are aligned with Budget expenditures. January through June - Run monthly reports from accounting system. Monthly: ≤ 10 days after the end of the month - Review monthly reports and conduct analysis independently of Budget Managers. Monthly: 10-15 days after the end of the month 	
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	<p>- Monthly Budget to Actuals Reviews with Budget Managers (Controller)</p> <p>- Mid-Year Budget Review (Controller)</p> <p>- Build Financial Reports (Controller)</p>	<p>- Meet monthly with Budget Managers to review Budget vs. Actual spending. Discuss variances and planned expenses for the next month and remainder of the year. Monthly: ≤ 15 days after the end of the month</p> <p>- Meet with Superintendent to review Budget vs. Actual spending and compare to academic performance indicators (data) for the year. Discuss variances and determine if changes to the budget need to be made to account for mid-year academic performance. January 15 to January 31</p> <p>- Develop financial reports that match the programmatic structure of the CSD. Reports will allow for easier insight into spending, as it relates to the CSD academic model and tracking the effectiveness of expenditures. Revise annually as necessary. June to August</p>	<p>- Meet monthly with Budget Managers to review Budget vs. Actual spending. Discuss variances and planned expenses for the next month and remainder of the year. Monthly: < 15 days after the end of the month</p> <p>- Meet with Superintendent to review Budget vs. Actual spending and compare to academic performance indicators (data) for the year. Discuss variances and determine if changes to the budget need to be made to account for mid-year academic performance. January 15 to January 31</p> <p>- Develop financial reports that match the programmatic structure of the CSD. Reports will allow for easier insight into spending, as it relates to the CSD academic model and tracking the effectiveness of expenditures. Revise annually as necessary. June to August</p>	<p>- Meet monthly with Budget Managers to review Budget vs. Actual spending. Discuss variances and planned expenses for the next month and remainder of the year. Monthly: ≤ 15 days after the end of the month</p> <p>- Meet with Superintendent to review Budget vs. Actual spending and compare to academic performance indicators (data) for the year. Discuss variances and determine if changes to the budget need to be made to account for mid-year academic performance. January 15 to January 31</p> <p>- Develop financial reports that match the programmatic structure of the CSD. Reports will allow for easier insight into spending, as it relates to the CSD academic model and tracking the effectiveness of expenditures. Revise annually as necessary. June to August</p>	
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	<p>Audit Academic Expenditures - Conduct Academic Analysis (Principals)</p> <p>- Academic Expenditure Analysis (Controller)</p> <p>- Review Meeting(s) (Superintendent)</p>	<p>Audit Academic Expenditures - Collect all relevant academic achievement and culture data. Conduct analysis on CSD performance. May 15 to May 31</p> <p>- Collect and appropriately segregate academic expenditures in order to compare against academic achievement and culture outcomes. May 1 to May 31</p> <p>- Review Financial and Academic outcomes with Superintendent, Controller, Principals, and appropriate Budget Managers. Collaboratively determine academic and culture areas of focus for the next year. Agree on programmatic strategies for improving school performance. Determine appropriate budgetary implications. June 1 to June 15</p> <p>- As appropriate, adjust the Annual Budget for the next academic year per</p>	<p>Audit Academic Expenditures - Collect all relevant academic achievement and culture data. Conduct analysis on CSD performance. May 15 to May 31</p> <p>- Collect and appropriately segregate academic expenditures in order to compare against academic achievement and culture outcomes. May 1 to May 31</p> <p>- Review Financial and Academic outcomes with Superintendent, Controller, Principals, and appropriate Budget Managers. Collaboratively determine academic and culture areas of focus for the next year. Agree on programmatic strategies for improving school performance. Determine appropriate budgetary implications. June 1 to June 15</p> <p>- As appropriate, adjust the Annual Budget for the next academic year per</p>	<p>Audit Academic Expenditures - Collect all relevant academic achievement and culture data. Conduct analysis on CSD performance. May 15 to May 31</p> <p>- Collect and appropriately segregate academic expenditures in order to compare against academic achievement and culture outcomes. May 1 to May 31</p> <p>- Review Financial and Academic outcomes with Superintendent, Controller, Principals, and appropriate Budget Managers. Collaboratively determine academic and culture areas of focus for the next year. Agree on programmatic strategies for improving school performance. Determine appropriate budgetary implications. June 1 to June 15</p>	
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	<p>- Adjust Recommended Budget (Superintendent)</p> <p>Streamline Purchasing Process - Full Implementation of Procurement Software (Controller)</p> <p>- Establish Annual Purchasing Goals (Controller)</p>	<p>recommendations from the Controller, Principals, and other Budget Managers. June 15 to June 30</p> <p>Streamline Purchasing Process - Controller rolls out Procurement Software to entire school. August 1 to August 15</p> <p>- Controller works with collaboratively with staff to determine purchasing needs and desired timing. Sets goals for: 1. Percent of Purchase Requests processed within 5 days. 2. Percent of staff satisfied with timeline and outcomes. 3. Percent of staff that understand the Procurement Process. August 1 to August 15</p> <p>- Survey staff regarding understanding and satisfaction with Procurement Process. January 15</p>	<p>recommendations from the Controller, Principals, and other Budget Managers. June 15 to June 30</p> <p>Streamline Purchasing Process - Controller rolls out Procurement Software to entire school. August 1 to August 15</p> <p>- Controller works with collaboratively with staff to determine purchasing needs and desired timing. Sets goals for: 1. Percent of Purchase Requests processed within 5 days. 2. Percent of staff satisfied with timeline and outcomes. 3. Percent of staff that understand the Procurement Process. August 1 to August 15</p> <p>- Survey staff regarding understanding and satisfaction with Procurement Process. January 15</p>	<p>- As appropriate, adjust the Annual Budget for the next academic year per recommendations from the Controller, Principals, and other Budget Managers. June 15 to June 30</p> <p>Streamline Purchasing Process - Controller rolls out Procurement Software to entire school. August 1 to August 15</p> <p>- Controller works with collaboratively with staff to determine purchasing needs and desired timing. Sets goals for: 1. Percent of Purchase Requests processed within 5 days. 2. Percent of staff satisfied with timeline and outcomes. 3. Percent of staff that understand the Procurement Process. August 1 to August 15</p> <p>- Survey staff regarding understanding and satisfaction with Procurement Process.</p>	
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	<ul style="list-style-type: none"> - Develop and Administer Mid-Year Survey (Controller) - Mid-Year Evaluation (Controller) - Process Review (Controller) - Develop and Administer Annual Survey (Controller) - Annual Evaluation (Controller) - Process Review (Controller) 	<ul style="list-style-type: none"> - Mid-Year Evaluation (Controller): Collect data and survey information on performance vs. goals. January 31 - Review and adjust process as necessary based on performance data and survey results. February 15 - Survey staff regarding understanding and satisfaction with Procurement Process. June 1 - Collect data and survey information on performance vs. goals. June 15 - Review and adjust process as necessary based on performance data and survey results. June 30 	<ul style="list-style-type: none"> - Mid-Year Evaluation (Controller): Collect data and survey information on performance vs. goals. January 31 - Review and adjust process as necessary based on performance data and survey results. February 15 - Survey staff regarding understanding and satisfaction with Procurement Process. June 1 - Collect data and survey information on performance vs. goals. June 15 - Review and adjust process as necessary based on performance data and survey results. June 30 	<ul style="list-style-type: none"> January 15 - Mid-Year Evaluation (Controller): Collect data and survey information on performance vs. goals. January 31 - Review and adjust process as necessary based on performance data and survey results. February 15 - Survey staff regarding understanding and satisfaction with Procurement Process. June 1 - Collect data and survey information on performance vs. goals. June 15 - Review and adjust process as necessary based on performance data and survey results. June 30 	
Providing Operational Flexibility and Sustained Support:	CSD will continue its engagement with Orbital, a finance and operations turnaround management	- Annual finance and operations audit June 1 to June 30	- Annual finance and operations audit June 1 to June 30	- Annual finance and operations audit June 1 to June 30	No allocated cost

<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>organization. Orbital will provide annual auditing of financial and operational practices and provide technical support as appropriate.</p>	<p>- Findings and recommendations for improving financial and operational management July 1 to July 31</p> <p>- Targeted and/or on-going support based on the findings and recommendations. Remainder of year</p>	<p>- Findings and recommendations for improving financial and operational management July 1 to July 31</p> <p>- Targeted and/or on-going support based on the findings and recommendations. Remainder of year</p>	<p>- Findings and recommendations for improving financial and operational management July 1 to July 31</p> <p>- Targeted and/or on-going support based on the findings and recommendations. Remainder of year</p>	
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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
<p>Leadership</p>	<p>Leadership Evaluation - Prepare Presentation of CSD Performance vs. Goals (Superintendent) - Present Performance vs. Goals to Board (Superintendent)</p> <p>- Evaluate CSD Performance vs. Goals (CSD Board of Directors)</p> <p>- Determine Leadership and Mentoring Needs (CSD Board of Directors)</p>	<p>Phase one (1st quarter)</p> <p>July 1 to July 31, 2019</p> <p>August 1, 2019</p> <p>August 15, 2019</p>	<p>- Superintendent will prepare and deliver a presentation to the CSD Board of Directors on CSD’s performance vs. its goals during the implementation years of the SIG grant. The presentation will reference objective goals and corresponding data on performance vs. those goals. In addition, the presentation will cover a summary of major initiatives and progress in implementing those initiatives.</p> <p>- CSD Board of Directors will evaluate the performance of CSD during the implementation years of the SIG grant. As a direct result of this evaluation, the CSD Board of Directors will evaluate the performance of the Superintendent and Principals, in relation to their role in achieving the school’s goals.</p> <p>- CSD Board of Directors will determine the needs of the school</p>	<p>No allocated cost</p>

Maintaining Culture	<p>Leadership Training and Mentoring - Evaluation Effectiveness of Training and Mentoring Provider (CSD Board of Directors)</p>	August 1, 2019	<p>based on the performance evaluation. This will include leadership training and mentoring needs as well as any evident need to restructure leadership.</p>
	<p>- Revise Training and Mentoring Goals (CSD Board of Directors)</p>	August 15, 2019	<p>- CSD Board of Directors will evaluate the effectiveness of the Training and Mentoring program versus the originally established goals for the program and will also use CSD's organizational performance versus goals as a proxy.</p>
	<p>- Determine Appropriate Training and Mentoring Program Moving Forward (CSD Board of Directors)</p>	August 31, 2019	<p>- Based on the evaluation, the CSD Board of Directors will determine Professional Development goals for the Superintendent and Principals. - Based on the evaluation, the CSD Board will continue, revise, or discontinue the program based on its evaluation and leadership's training and mentoring needs. CSD will consider long-term financial sustainability as a component of its determination.</p>
	<p>NEU Culture Audit and Adjustments - Review Control Audits from Past 4 Year (SY2015-16 through SY2018-19) (Superintendent) - Determine Strengths and Areas for Improvement of the Program (Superintendent)</p>	July 1 to July 15, 2019	<p>- Superintendent and Principals will review Annual Culture Audits and determine the strengths and areas for improvement for the current approach. They will seek input from instructional leaders, teachers, and students to determine what adjustments need to be made to</p>

Operational Flexibility	<ul style="list-style-type: none"> - Develop Long-term Plan for NEU Culture Components (Superintendent) - Develop SY2019-20 Tactical Plan (Superintendent) 	July 16 to August 15, 2015	<p>improve overall school culture and the effectiveness of the culture systems and processes.</p> <ul style="list-style-type: none"> - Superintendent and Principals will work collaboratively to develop a long-term plan for maintaining culture including a tactical plan for SY2019-20. The plans will incorporate feedback from staff and students (see above) and will align with CSD's financial sustainability goals. 	
	<p>Sustainability Budget Analysis</p> <ul style="list-style-type: none"> - SY2019 Actuals Analysis (Controller) 	July 15, 2019	<ul style="list-style-type: none"> - Controller will analyze the SY2019 Actuals to understand the SY2021 and longer-term implications of eliminating SIG funding. As a component of the analysis, the Controller will include the Academic Expenditure Audit, highlighting the effectiveness of academic expenditures. 	
	<ul style="list-style-type: none"> - Update 5 Year Financial Projections (Controller) 	July 31, 2019	<ul style="list-style-type: none"> - Controller will update the 5 year financial projections with actuals or best information available to better understand the long-term financial sustainability of CSD. 	
	<ul style="list-style-type: none"> - Revise 5 Year Financial Projections (Controller) 	August 15, 2019	<ul style="list-style-type: none"> - Controller will work collaboratively with the Superintendent and Principals to revise the 5 year financial projections. Collaboration will focus on achieving or continuing financial sustainability while ensuring the resources necessary 	

	- Approve 5 Year Financial Projections (CSD Board of Directors)	August 31, 2019	to successfully execute the academic model. - Controller and Superintendent will present the revised 5 year financial projections to the CSD Board of Directors. The CSD Board of Directors will review and vote whether or not to approve, solidifying CSD's financial path forward.	
Professional Development	On-Going Professional Development (Principals)	Phase two (2 nd quarter)	Principals will continue professional development sessions per Implementation practices.	No costs allocated
Effectiveness of Staff and Retention of Staff	Mid-Year Reviews and Annual Hiring Cycle - Complete Mid-Year Evaluation Process (Principals) - Determine Likely Hiring Needs for SY2020-21 (Superintendent) - Start Hiring Process (Superintendent)	Phase three (3 rd quarter) January 1 to February 15, 2020	- In accordance with the established process, the Superintendent and Principals will work collaboratively to review mid-year performance evaluations for instructional staff and determine likely staffing implications: promotions/leadership positions, performance improvement plans, and terminations. - Superintendent will begin the hiring process in accordance with the findings, including job postings, attending teacher career events, networking, etc.	No costs allocated

	- Determine Budget Changes As Necessary (Superintendent)	March 1 to March 31, 2020	- Controller will work through budget changes as necessary to meet sustainability goals.	
Student Recruitment	Recruit Additional Students - Set Enrollment Target (Superintendent) - Determine Recruitment Strategy (Superintendent) - Plan Recruitment Events (Principals) - Hold Recruitment Events (Principals) - Register New Students (Registrar)	Phase four (4 th quarter) April 1 to June 30, 2020	- Superintendent and Principals will work collaboratively to recruit additional students to CSD. CSD anticipates that as a result of school improvement efforts and new program offerings, it will be able to raise enrollment to meet the 700+ capacity of the facility. At 700+ students, CSD will be able to financially maintain all SIG programs. Program will continue as previously designed.	Component of Additional Principal's role and responsibilities
Effectiveness of Staff and Retention of Staff	Continue Teacher Evaluation Process (Superintendent)			
Operational Flexibility	SY2020-21 Budget - On-Going Budget Iterations (Controller) - Instructional Resource Review (Superintendent)	April 1 to April 30, 2020 April 15 to May 15, 2020	- Controller will continue to generate iterations of the budget to balance sustainability and instructional resource needs. - Controller will meet with instructional leaders to review instructional resources and ensure resources match instructional program needs.	

	- Approve Final Budget (CSD Board of Directors)	June 1, 2020	- Superintendent will present the final budget to the CSD Board of Directors for approval.	
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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.*

Not applicable for single-site charter school.

CCSJ, the school’s authorizer, will continue to monitor school progress through its Annual Report process and weekly monitoring. CSD intends for the programs to become a cohesive component of the schools overall academic model, to be financially sustainable by increased enrollment. Through this, CSD will continue to implement the programs on an annual basis, as detailed in the Implementation Year timelines.

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.

As a component of its instructional model, CSD is planning to incorporate Experiential Learning into courses to enhance student learning and higher level thinking. Experiential Projects will be cross-subject exercises where students work collaboratively in groups towards a specific outcome. CSD will submit student Experiential Learning Projects annually as its outcome artifact.

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>CSD has engaged in a strategic planning process, highlighting programmatic needs and other budget implication. This process has included the Superintendent, Principals, Business Manager, CSD Board of Directors, and Orbital, a finance and operations consulting firm.</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"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>Calumet College of St. Joseph (CCSJ)</p> <p><u>Commitment</u> CCSJ is the authorizer of CSD and, currently, CSD is the only charter school authorized by CCSJ. As a result, CCSJ is highly committed to and engaged in the success of CSD.</p> <p>CCSJ has worked closely with CSD over the past two years during a period of poor academic performance and leadership turnaround. CCSJ has worked closely with CSD to develop its plan for improving academics as well as finding new a new Superintendent. During this time period, CCSJ has engaged in weekly monitoring visits to observe CSD’s performance as well as to check-in with leadership on the progress made against annual initiatives for improvement.</p> <p><u>New School Leadership</u> Dr. Joi Patterson was formerly the lead member of the CCSJ Charter School Committee and left her position at CCSJ to assume the Superintendent role at CSD. For the purposes of this application, the Superintendent fills the role of Principal/School Leader as the Superintendent oversees a one-site charter school. As such, CSD has recruited and selected a highly experienced Superintendent to be the ‘School Leader’ moving forward.</p> <p>Dr. Joi Patterson has a strong background as a teacher and principal as well as serving as the VP of Academic Affairs and Chief Operating Officer for CCSJ. Her experience managing both academics and operations will be invaluable as CSD executes against its strategic plan and the interventions outlined in this application.</p>

	<p><u>Data</u> Through its annual review process, CCSJ has worked with CSD to compile an Annual Report that highlights the school’s performance through key data and metrics. Since becoming the CSD authorizer, CCSJ has worked closely with CSD leadership to review key performance data and to use that data to inform organizational decisions, strategies, and practices.</p> <p><u>Networking</u> CCSJ has a strong local network, which CSD has leveraged for recruiting and community partnerships. Nationally, CCSJ is a member of the National Association for Charter School Authorizers (NACSA) based of out Chicago.</p> <p>In addition, CCSJ is currently working to expand the number of charter schools that it authorizes. As this number grows, it will provide CSD with additional schools to work with collaboratively as they try to solve the difficult educational challenges in the Gary, IN area.</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"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p><u>School Board Assurance</u> The President of the CSD Board of Directors has provided a letter indicating the Board’s support for the grant and the initiatives in the grant. The Board of Directors began this process in earnest nearly 12 months ago when it terminated the former CSD Superintendent and CFO. The Board of Directors has been committed to transforming the academic, operational, and financial performance of the organization and, prior to the SIG grant, took the following steps:</p> <ol style="list-style-type: none"> 1. Terminated former Superintendent and CFO due to performance. 2. Hired finance and operations consulting firm (Orbital) to lead finance and operations turnaround efforts. 3. Hired a new Superintendent, Dr. Joi Patterson. 4. Engaged in strategic planning with new Superintendent, Principals, and other staff regarding the academic transformation of the school. <p>The SIG grant initiatives are directly aligned with the strategic planning initiatives CSD leadership and Board members have been discussing. These initiatives have been a part of several Board meetings and executive leadership sessions.</p> <p><u>Turnaround Office</u></p>

	<p>Due to the structure of CSD and its authorizer (CCSJ), it is unnecessary to create a Turnaround Office or position. The Board of Directors will continue to closely monitor the progress and performance of CSD, as the only school governed by the CSD Board of Directors.</p> <p>In addition, CCSJ will continue to work closely with CSD to monitor its performance and provide timely and useful feedback for improving its academic model.</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p>The Superintendent is fully committed to the implementation of the SIG initiatives. As previously discussed, the CSD Superintendent will serve as the ‘School Leader’ and has been directly involved in the development of the CSD SIG Grant application.</p> <p>The initiatives outlined in this grant application are a direct result of the strategic planning she was engaged in prior to the start of the SIG application. The Superintendent was hired to transform CSD from an ‘F Rating’ on the Indiana State Report Card to an exceptional school. The Superintendent left a tenured position at CCSJ in order to take on this challenge, which she believes is imperative for the youth of Gary, IN. She is fully committed to the students of Gary and to providing them with the education they deserve through CSD.</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"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<p>CSD does not have a Teacher’s Union.</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"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> 	<p><u>Union</u> CSD is a single-site school and does not have a teachers union. As a result, it is not addressing the following:</p> <ol style="list-style-type: none"> 1. Teacher Union Assurance 2. Amendments to Teacher contract: CSD teachers are employed “at-will” based off an offer to work. 3. Transfer policies between campuses. <p><u>Hiring Policies</u></p>

- *Staff transfer policies and procedures*
- *Staff recruitment, placement, and retention procedures*

Superintendent, serving as the ‘School Leader’ has complete control of the hiring process. As a condition of her employment contract, the Superintendent retains authority for all CSD staffing decisions.

The hiring process includes:

1. Annual staffing needs assessment after mid-year performance evaluations.
 - a. Review staffing needs based on school performance and employee performance evaluations.
 - b. Draft budget and preliminary Board approval if it includes new or additional expenses.
2. Detailed job description and review with appropriate staff members.
3. Job postings at appropriate online sites and with local and regional education institutions.
4. Multi-stage interview process:
 - a. Multiple interviews with multiple staff checking for skills, experience, and culture fit.
 - b. Sample work review, i.e. sample lesson for instructional staff.
 - c. Final interview with key leadership members, such as the Superintendent or Principal.
5. Multiple reference checks by the positions direct manager/supervisor.

Retention

As a component of the SIG grant application, CSD will be develop a performance-based compensation system. This will serve as a primary tool in staff retention, as well as recruitment. The system will include structures for performance-based compensation and for taking on leadership positions, such as Lead Teacher, that come with additional compensation.

Systems

CSD recently implemented a Human Resource Information System (HRIS) for onboarding employees, managing benefits, and managing employee related information. The system has streamlined the hiring process, by linking the application, offer, and onboarding processes. The system also provides employees with more insight into their benefits and the ability to manage benefits online.

	<p>CSD believes that this tool provides employees with a better employer/employee experience, by allowing CSD to more effectively and efficiently meet its employee’s needs.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following <i>required</i> pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<p>CSD has planned for the necessary monitoring and support necessary for implementing the transformation model.</p> <ol style="list-style-type: none"> 1. Timeline: <ol style="list-style-type: none"> a. As a component of the grant application, CSD completed a timeline for the life of the SIG grant. b. The timeline includes all required activities, target dates for completion, and responsible parties. 2. Monthly Monitoring: <ol style="list-style-type: none"> a. Fiscal: CSD is hiring a Controller that will provide monthly fiscal monitoring. b. Academic: The Superintendent and Principals will meet monthly to review progress against the SIG goals and timeline. c. Authorizer: CCSJ will meet monthly with CSD to review progress against SIG goals and timeline. 3. Data Review Plan <ol style="list-style-type: none"> a. As outlined in the application, CSD is constructing a Data Dashboard to track the overall performance of the school, specifically progress against SIG goals. b. The Data Dashboard will be updated monthly, quarterly, semi-annually, or annually as appropriate for each data source (i.e. ISTEP+ summative assessment data can only be updated annually). c. As a component of the Data Dashboard, CSD will track data for Special Populations, notably African American, Free and Reduced Lunch, and Students with Disabilities. 4. Evaluation System <ol style="list-style-type: none"> a. The Evaluation System for monitoring annual progress with against the SIG grant goals and timeline will be done through the Data Dashboard. b. As outlined in the application timeline, the Superintendent will meeting annually with the Board of Directors and present the Data Dashboard, discussing the schools progress against school performance goals, including SIG. c. The Board of Directors will assess CSD’s annual performance and progress against goals and determine if any adjustments need to be

	<p>made in order to better meet these goals. This will occur in June prior to the approval of the proceeding school year's budget.</p> <ul style="list-style-type: none">d. In addition and outlined in the application, CSD will set goals for each initiative outlined in the application. The Superintendent and/or Board of Directors, as appropriate, will review progress against these goals. <p>5. Authorizer (CCSJ) Monitoring</p> <ul style="list-style-type: none">a. As a condition of its authorization of CSD, CCSJ requires an Annual Report to be submitted to CCSJ by CSD. The Annual Report includes specific academic performance and leading indicator data as well as CSD's analysis of the data.b. CCSJ will continue to require this Annual Report and will incorporate the SIG goals and implementations timeline as a component of the reporting.
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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		CSD has a 10 year track record of managing Federal funds, including Title I and Title I SIG funds. CSD has the organizational capacity and proper procedures and controls to monitor and be in compliance with the program.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		CSD is a single-site charter school. All staff that work on Federal program, administrative or otherwise, will be assigned to and work with this specific program.
3. School's SIG plan addresses needs of all students and subgroup populations.	X		Through the use of RTI, CSD's SIG plan specifically intends to address the needs of each and every individual student attending the school. In addition, CSD considered all students and subgroups through its data evaluation and analysis at the beginning of the application.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		As a component of the grant, CSD is developing Parent University and will hold monthly sessions with parents. This will provide a forum for sharing information regarding SIG with engaged parents. In addition, CSD plans to distribute SIG information through a monthly newsletter, parent emails, and through the use of its website bulletin board.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.		X	CSD has previously been a SIG program awardee, but is not current a SIG grant recipient.
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.		X	
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.		X	
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		X	CSD has not been in excess of the carry-over allowance for Title funds in the last three years.

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;	<p>For all external providers, will complete the following before engaging external providers to submit bids:</p> <ol style="list-style-type: none"> 1. Outline specific needs; 2. Develop preliminary scope of work; 3. Develop preliminary budget; 4. Develop preliminary timeline; 5. Develop rubric for selecting providers; and, 6. Request evidence of effectiveness via past experience, expertise, and/or past examples of successful engagements related to work for CSD. <p>CSD engages its Board of Directors when selecting external providers to perform significant work for the school. CSD’s Board President and Treasurer have experience negotiating and selecting providers for large projects.</p>
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	See above process
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	As a component of selection, CSD will work with viable providers to complete a more detailed ‘discovery’ process. The process will highlight the providers work requirements, further elaborate the scope of work, and specify the CSD staff that will need to be involved in the process.
(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	See initial process for developing a rubric for evaluating each provider, based on the services and scope of work.

<p>service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.</p>	
<p>(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 school expectations for External Provider must be provided. <i>Prior to an external provider work beginning, LEA must receive approval from IDOE.</i></p>	<p>See above process.</p>

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.

Overview:

As an attachment to the application, please find the Excel budget templates for the SIG grant expenditures. The templates detail planned expenses for SY2015-16 through SY2019-20. Expenses cover these general areas:

- Staffing
 - 1 Additional Principal
 - 2 additional RTI Coaches
 - After School Coordinator stipend
 - Benefits for listed staff
 - Performance-Based Compensation for Staff (Included in the budget as Non-Certified Salary)
- Professional Services
 - Financial and Operations Consulting Firm
 - Provides assistance with financial setup and on-going monitoring of Performance-Based Compensation Plan.
 - Provides assistance and additional expertise with on-going academic expenditure auditing and annual budgeting, as it relates to the effectiveness of spending
 - Professional Development Services
 - Services related to the implementation of cultural and academic systems associated with No Excuses University.
 - Training and mentoring services for the Superintendent and Principals.
 - Data Consulting
 - Services for collecting, aggregating, and presenting academic and operational data to leadership and instructional staff members.
 - Data will be used for formal reviews and interim check-ins with staff and the entire organization.

- This will include the population and maintenance of the Data Dashboard.
- General Supplies
 - Supplies for executing the first teacher induction training.
- Other Purchases
 - Subscriptions for online math intervention software, such as iXL, ST Math, or ThinkThroughMath.
 - Travel expenses for visiting high-performing school operators employing similar academic programs.

Sustainability

As a result of restructuring from K-8, CSD is anticipating a decrease in enrollment from SY2015 to SY2016. CSD anticipates that it will be able to rebuild its enrollment over time through the improvement of its academic performance and the programs highlighted in the SIG grant. By 2020-21, CSD anticipates that it will be able to increase its enrollment to over 700 students, better matching the full capacity of the building. With over 700 students, CSD will be able to sustain all of the programs included in this application without additional funding sources required. This transformation period and funding is required for CSD to make the necessary changes to effectively serve that number of students in its community.

CURRICULUM VITAE

Joi F. Patterson, Ph.D.

E-mail: jpatterson@ccsj.edu

15541 98 th Place	Dyer	Indiana	46311
Cellular	219.644.9077		
Office	219.473.4307		
Personal Email	drjoipatterson@gmail.com		
Web Address	www.ccsj.edu		

QUALIFICATIONS

- Education Administration and Supervision
- Accreditation Coordinator and Consultant
- New Program Planning and Development
- NCATE Board of Examiner
- Blackboard Administrator
- EMPOWER Administrator
- AQIP Coordinator
- Higher Education Leadership
- Tenured Associate Professor
- Professional Development
- Curriculum Development
- Graduate level instructor
- Educational Research
- Licensing Advisor
- Proposal Writing



EDUCATION

Higher Education Leadership Preparation	Executive School Leadership Program, 2011 Harvard University, Cambridge, MA
Doctor of Philosophy -	Education, December 1995 Dissertation: "Quantitative Analysis of Home Schooling" Walden University for Advanced Studies, Arizona Higher Learning Commission/North Central accredited
Teacher Preparation	Teacher Preparation and Certification in Science 1997 DePaul University, Chicago, Illinois Higher Learning Commission/North Central accredited
Teacher Preparation	Teacher Preparation and Certification in Middle School 1998 National Lewis University, Chicago, Illinois Higher Learning Commission/North Central accredited
Master of Arts -	Education Administration, August 1998 Chicago State University, Chicago, Illinois Higher Learning Commission/North Central accredited
Master of Science -	Environmental Biology, May, 1993 Governors State University, University Park, Illinois Higher Learning Commission/North Central accredited
Bachelor of Arts -	Biology/Chemistry (minor Spanish), May, 1989 Sam Houston State University, Huntsville, Texas Higher Learning Commission/North Central accredited

K-12 ADMINISTRATIVE EXPERIENCE

President

Charter School of the Dunes – Gary, Indiana

2015 - Current

Responsibilities include:

Direct Day-to-day oversight of the following area:

- Principals
- Business and Finance
- Maintenance and Security
- Technology
- Curriculum & Assessment
- Data Analysis and Reporting
- Student Accountability

HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE

Vice President of Academic Affairs/Chief Operating Officer

Calumet College of St. Joseph – Whiting, Indiana

2001 - 2015

Responsibilities include:

Direct day-to-day oversight of the following departments:

- Graduate faculty
- Undergraduate faculty
- Adjunct faculty
- Library
- Admissions
- Advising
- Instructional Technology
- Registrar
- Academic Support
- Experiential Learning & Career Services

Other responsibilities include:

- Dashboard maintenance
- Publication of handbooks
- Establishment and management of budget
- Hiring, orientation and termination of personnel
- Committee assignments
- Grant and proposal writing
- Accreditation facilitator
- Professional development coordinator
- Management of curriculum

Department Chair and Licensing Advisor of Teacher Education Program

Calumet College of St. Joseph- Whiting, Indiana

2001-2011

Responsibilities include:

- Program Director of the Undergraduate Education Program
- Program Director of Alternative Teaching (T2T) Program
- Department Chair of Undergraduate and Graduate Program
- Licensing Advisor
- Manage Budget
- New Program Development
- State reports (Title II, PEDS, Accreditation, Annual State and Federal Reports)

HIGHER EDUCATION TEACHING EXPERIENCE

Courses Taught:

Undergraduate

- EDUC 391 Human Diversity
- EDUC 370 Measurement and Evaluation
- EDUC 485 Math and Science Methods
- EDUC 299 Education Seminar

Graduate

- LIT 63505 Leadership and Professional Growth
- LIT 63520 Effective Assessment Strategies
- MAT 545 Graduate Capstone

Board of Examiner

Indiana Department of Education

Since 2004

Responsibilities include:

- On-site accreditation team visits using triangulation process of collecting, analyzing and evaluating Institutional Reports, Exhibits and Interviews

Sole Proprietor

Teach Like it's an Emergency

Current

Responsibilities include but not limited to:

Day-to-day management of an initiative that provides professional development opportunities to teachers and administrators with the goal of improving student learning as well as meet requirements to renew license. Workshops are facilitated by other teachers and administrators.

Adjunct Professor – Education Department

Maricopa County Colleges, Glendale, Arizona

1998 – 2001

Responsibilities include by not limited to:

- Course development, teaching and assessment for the following courses:
 - Introduction to Teaching
 - Cultural Values in Education

K-12 ADMINISTRATIVE & TEACHING EXPERIENCE

Principal:

Desert Heights: Nobel Learning Community, Glendale, Arizona 1998 - 2001

Responsibilities included but not limited to:

- Day-to-Day operations of K-12 Charter School
- Design, implementation and oversight of the curriculum, professional development, budget, discipline, schedules, extracurricular activities, grants proposals and fundraisers.

John Hope Community Academy

1991 - 1998

Chicago Public Schools

Assistant Principal

(1995 – 1998)

Responsibilities include but not limited to:

- Professional development for new teachers
- Supervision of instruction for Bilingual Program
- All other duties as assigned by principal

Bilingual Eighth Grade Science Teacher/Coordinator

(1991 – 1995)

Responsibilities include but not limited to:

- ESL and Science Program Coordinator
- Science and Math instructor to Spanish speaking middle school students

SCHOLARSHIP

Publications

- Correlation of Praxis Scores and Primary Education (pending)
- Imagine That- Making Learning Visible (pending)
- Transformations Journal
- Teach Like It's an Emergency (new edition pending)
- A Descriptive Study of a Home Schooling Program - © 1996
- Calumet College of St. Joseph Education Handbooks
- Calumet College of St. Joseph Education Handbooks Student Teaching Handbooks
- Calumet College of St. Joseph Education Handbooks Student Teaching Handbook
- Syllabi developed for all courses taught

Professional Presentations and Workshops Provided

Title	Type	Date
Faculty Welcome Week	Institutional	Annual
Faculty Education Day	Institutional	Annual

New Hire Orientation	Institutional	Annual
Education Roundtable	Local	2012
Business Roundtable	Local	2012
Becoming a Reflective Practitioner	State	2010
The Reflective Practitioner	Local	On-going
Using Assessment to Improve Learning	Local	On-going
Culturally Responsive Teaching	Local	On-going
Indiana Licensing Rules	Local	On-going
Cooperating Teacher Orientations	Institution	Quarterly
Student Teaching Orientations	Institution	Quarterly
Accreditation	Institution	Annual
Boyer Model	Institutional	2010
Parent Involvement	Local PTA	2009
History of Programmatic Changes	State	2009
Instruction and Assessment for Police Instructors	Chicago Police Dep.	2009
Remediation Process for Student Teachers	State	2008
Alternative Assessments and Rubrics	Institutional	2008
Electronic Assessment System	Institution	2007

Proposals Granted

Title	Amount	Year
Lilly "A Call to Action Round III	1 million	2013
Lilly "A Call to Action Round III Planning Grant	50K	2012
Lumina Goal 2025	100K	2013
Legacy Foundations for Latino initiative	25K	2013
Foundations of East Chicago Summer Program	35K	2013
Lumina Goal 2025 Latino Initiative	100K	2012
Legacy Foundations for Latino Initiative	100K	2012
53 rd Bank for Latino Initiative	5K	2012
USA Funds for Latino Initiative	100K	2012
Foundations of East Chicago for Latino Initiative	50K	2012
Campus Compact	2.5K	2012
Campus Compact	2 K	2012
Improve Quality Teaching Partnership Grant	10K	2010
I-STEM Indiana Science, Technology, Engineering and Math	10K	2009
Indiana Department of Education Charter School Effectiveness	50K	2008
Independent Colleges Technology Grant	10K	2008
Step II Indiana Professional Standards Board	2K	2005
Transition to Teaching	2.5 Million	2003
Charter School Proposal for First Church of God		2002
Host of non competitive AZ state funding grants		1998-2001
Positive Behavior Initiative	10K	1998
Technology Grant	100K	2000
Literacy	25K	2000
Gifted and Talented	5K	2000
East Coast Field Trips	50K	2000

Schools-On Line	5K	2000
Wal-Mart Play Ground Equipment	2K	1999
Target Art Supplies	2K	1999
Science Desert-Scape	1K	1999
Afterschool Latchkey Kids Program	150K	1997
Lego Science	2K	1997
Urban Imagination	90K	1997

Professional Development Participation

AQIP Strategy Forum	National	2012
Independent Colleges of Indiana	State	Quarterly
Council for Independent Colleges	National	Annual
Lumina (Latino Initiative)	National	Quarterly
FSG (Latino Initiative)	National	Annual
Harvard Leadership Academy	National	2011
Higher Learning Commission	National	Annual
Leadership in Northwest Indiana (LNI) – 12 month program	State	2009-2010
National Council Association for Teacher Education (NCATE)	National	Annual
Association of Colleges of Teacher Education (ACTE)	National	Annual
Indiana Association of Colleges for Teacher Education (IACTE)	IN State	Monthly
Association of Colleges of Teacher Education (ACTE-I)	IN State	Monthly
Licensing Advisor	IN State	Quarterly
Field Director Forum	IN State	Quarterly
Response to Instruction	Local	2010
STEM/Lilly Science Initiative	National	2009
NAME Conference	National	2008
Department Chair Conference	National	2006/07/08
Board of Examiner Training	State	2005
Higher Learning Commission	National	2002
No Excuses – Department of Education	AZ State	2001
What Lyons Quest- Positive Classroom Management,	National	2001
What Matters Most for Educators by Steven Covey,	National	2001
National Women’s Conference	AZ State	2000
How To Be An Effective Administrator	AZ State	2000
State Charter School Conference	AZ State	2000
National Charter School Conference	National	1998
National Middle School Conference	National	1997
National Technical Training	National	1997
High School Scheduling	Regional	1997
National Educational Leadership Training	National	1996
Efficacy Training, Efficacy Institute	National	1995
Chicago System Initiative	Regional	1994
Bilingual Pathways	Regional	1994
Lego	Regional	1994
Mathworks for Business	Regional	1993
TEM Introduction, McCrone Institute	Regional	1993
Electron Microscopy	Regional	1991
Photomicrography - McCrone Research Institute	Regional	1991

Certifications

- Biology Illinois (current)
- Middle School Science - Illinois (current)
- Elementary K - 9 - Illinois (current)
- Bilingual (Spanish) K - 12 - Illinois
- Education Administration - Illinois
- Community College – Arizona (current)

SERVICE***Committees:***

- METAS – Latino collaboration
- Senior Staff
- Academic Council
- Rank and Tenure (2002-2011)
- EMPOWER
- Marketing Planning Committee
- Retention Planning Committee
- Enrollment Planning Committee
- Curriculum and Assessment
- Education Committee
- Graduate Counsel
- Senate
- CCSJ Board

Professional Organizations

- Motivate' Educate' Termina Alcanza Suena – METAS Partnership
- African American Philanthropy Committee
- Leadership in Northwest Indiana (LNI)
- Christian Board of Education
- Literacy Alliance Schools for Success (LASS)
- Northwest Indiana Colleges of Teacher Education (NICTE)
- Association for Teacher Education – Indiana (ATE-I)
- Indiana Association of Colleges of Teacher Education(IACTE)
- Phi-Delta Kappa – Teacher Chapter
- Association for Curriculum and Supervision
- National Association For Female Executive – (NAFE)
- National Association of Charter Schools
- Urban Imagination - DePaul University
- Chicago Students At The Center - National Lewis

References:

<i>Name</i>	<i>Affiliation</i>	<i>Contact Information</i>	
Kiwana Beatty	Colleague	773-590-1216	beatysfav1@yahoo.com
Angela Wells	Colleague	219-670-4020	awells@ccsj.edu
Bruce Wisowaty	Colleague	219-218-2353	bwisowaty@ccsj.edu
Dr. John Shields	Colleague	708-747-1384	jshields@ccsj.edu
Mr. John Potocki	Colleague	312-405-8133	jpotocki@ccsj.edu
Dr. Richard Bowers	Colleague	281-955-6044	
Dr. Michele Dvorak	Colleague	219-228-0371	mdvorak@ccsj.edu
Pastor McClure	Pastor	219-738-1177	
Dr. Jeanette Shutay	Colleague	630-863-7330	
Nick Pezzuto	Colleague	708-774-6254	nickpezzuto@yahoo.com
Dr. Jerry Jordon	Colleague	708-331-4661	jjordan@sb150.org
Dr. Jessica Madden	Colleague	404-372-6734	jmadden@ccsj.edu
Lynn Duimich	Colleague	219-659-8302	lduimich@ccsj.edu
Tracee Island	Personal	773-310-2236	
Kecia Bobbitt	Personal	773-457-3891	keciaellisbobbitt@yahoo.com

Constance M. Smith

2101 W 50th Place, Gary, IN 46408

Phone: (219)793-2743

Email: conniesmith@csdunes.org

OBJECTIVE

I desire to lead Charter School of the Dunes into a dramatic, focused, academic and financial school turnaround to support the promotion of the educational development and advancement of each student in compliance with all applicable rules, regulations, and policies of Charter School of the Dunes while cultivating a collaborative relationship with Calumet College of St. Joseph and the School Board.

EDUCATION

Master of Science, Education (2012)

Indiana University (Educational Leadership, K-12) GPA 4.0

Bachelor of Science, Education (2005)

University of Memphis (Integrative Studies, K-8) Cum Laude

LICENSURE

Elementary/Primary Generalist Rules 2002

Elementary/Intermediate Generalist Rules 2002

Language Arts (Middle School/Junior High School) Rules 2002

Building Level Administrator Rules 2002

PROFESSIONAL EXPERIENCE

Charter School of the Dunes

Gary, Indiana

Assistant Principal with Interim Duties

June 27th – August 2015

- Significantly decrease expenses to improve financial condition of the school
- Restructure staff to maximize academic and financial efficiency
- Design school turnaround improvement plan
- Establish and implement plan to increase student enrollment
- Collaborate with Calumet College of St. Joseph and School Board to ensure needs of the school are met in a timely manner

Assistant Principal

August 2012- Present

In addition to the duties of Instructional Coach/Team Leader:

- Develop and implement Parent University, a program designed to offer free courses to improve parenting skills to foster a positive home-school partnership
- Collaborate with the Dean of Students to oversee discipline process and create a student – centered discipline system incorporating Positive Behavior Intervention Support (PBIS), Peer Mediation, and Community Service
- Conduct parent meetings centered on student academic and behavioral needs
- Serve as chair for special education case conferences
- Develop and manage school events calendar
- Perform other duties as assigned by the Principal

Instructional Coach/Team Leader***August 2008- July 2012***

- Accomplished significant improvement in ISTEP+ scores in the 2010-2011 school year by at least 13% by analyzing data, setting goals, implementing teacher professional development classes, and offering after school tutoring for students
- Coordinated and implemented professional development for teachers and instructional assistants including the following: preservice training, grade level meetings, weekly professional development training, and weekly collaboration meetings. Topics include but not limited to: Student Engagement, Rigor and Relevance, Higher Order Thinking Skills, and Differentiated Instruction
- Analyzed data from school-wide formative assessments to design professional development and develop groups for small group instruction
- Established Charter School of the Dunes Annual Community Open House to support local community businesses and build relationships with the surrounding community
- Modeled and co-taught lessons for teachers to demonstrate effective teaching strategies
- Assisted with the process of school improvement planning which is aligned with school/student achievement data
- Observed classroom instruction to provide feedback to teachers on rigor level, differentiation, management, and overall effectiveness
- Established the No Excuses University at Charter School of the Dunes to create a culture that actively supports college readiness and preparedness for all students
- Challenged students to increase their academic performance through school-wide initiatives such as: Multiplication Boot Camp and Individual Goal Setting
- Facilitated Teacher Focus Groups to understand the view of staff morale and issues from key stakeholders
- Assisted with the interviewing, assigning and evaluating of all school staff members

Teacher***July 2006-July 2008***

- Served as grade level chairperson and held additional responsibilities including: inventory, leading meetings, creating grade level maps, analyzing team data, coordinated field trips
- Interacted with parents, counselors and administrators to discuss the progress and success of the students
- Promoted student learning through a variety of hands-on lesson plans
- Researched and implemented an array of teaching methods including Direct Instruction, Cooperative Learning, Inquiry, and Concept Attainment
- Tutored upper and lower level students in reading and math using manipulatives to increase understanding of subject matter and math fluency
- Administered NWEA, DIBELS, Terra Nova, and other assessments to students; used data from the assessments to drive small groups, literacy and math workstations, and differentiated learning experiences
- Coordinated and supervised Frog and the Bog camping trip for 5th grade students

PROFESSIONAL DEVELOPMENT AND TRAINING

- 6+1 Writing Coaches Training
- Indiana Teacher Reading Academy
- Wireless Generation Training (DIBELS, mClass, Acuity)
- NWEA
- Acuity
- PowerGrade and PowerSchool

- Differentiated Instruction
- Math Interventions
- Total Participation Techniques
- Rigor and Relevance
- Higher Order Thinking Skills
- Curriculum Mapping
- Data Analysis
- School Improvement
- Response to Intervention
- Turnaround Schools Training
- ASCD National Conference

ACTIVITIES AND EVENTS

I have started and chaired the following activities and events for Charter School of the Dunes:

- Empower Me Mentoring Program
- Frog in the Bog Camping Trip
- Embryology Project
- Environmental Club
- No Excuses University
- Red Ribbon Week
- Say Boo to Drugs Night
- Student Awards Assemblies
- Curriculum Showcases
- ISTEP Tutoring
- Parent University
- Instructional Roundtables
- Facebook
- Twitter
- CSD Cares Staff Recognition
- Community Open House
- Hall of Fame Recognition Ceremony
- Casino Night Fundraiser

HONORS AND PROFESSIONAL ORGANIZATIONS

ASCD- Association for Supervision and Development

Member

No Excuses University

Regional Coordinator

Gamma Beta Phi

Honor Society

Alpha Lambda Delta

National Academic Honor Society for Freshmen

Phi Eta Sigma

National Honor Society

Mortar Board

National Senior Honor Society

Kappa Delta Pi

International Honor Society in Education

REFERENCES

Frank Nardelli
Vice President of Network Development
No Excuses University
(734) 730-5800

Dr. Jessica Madden
Former Charter School Accountability Officer
Calumet College of St. Joseph
(404)372-6734

Mrs. Courtney Gordon
Literacy Consultant
Smekens Education
(260)515-6659

LaShanda Johnson
Teacher
Charter School of the Dunes
(219)841-2770

Joe Cincoski
Instructional Assistant
Charter School of the Dunes
(219) 487-0472

Crystal Weems
Former Dean of Students
Charter School of the Dunes
(219)545-2480

Ernesto Martinez
Principal
Discovery Charter School
(219) 363-0919

Mary Kathryn King
Independent Sales Director
(219) 688-4039

Tara J. Stachowiak

319 Tremont Street, Michigan City, IN 46360

Telephone: 574-514-4774

Email: tara.sta54@yahoo.com

Objective: To use my knowledge and skills to turnaround the current academic and financial instability of Charter School of the Dunes making it the premier school in Northwest Indiana with 100% of our students graduating high school with offers to attend college

Professional Experience: Charter School of the Dunes, Gary, IN. July 2004 - Present

Principal K-12 July 2014 - Present, Additional responsibilities include:

- Submitting state reports
- Supervising staff
- Budget: Made cuts to ensure financial stability moving forward with continuous review and monitoring
- Student
- Manage and supervise staff, faculty, and school campus
- Create a turnaround improvement plan
- Create and implement a plan to increase enrollment
- Increase parent communication
- Work collaboratively with Calumet College of Saint Joseph and our school board

Assistant Principal 2012 - Present, Responsibilities include:

- The Instructional Coach responsibilities still apply to current position with the addition of:
 - Discipline (work closely with Dean of Students)
 - Work with School Attendance Officer
 - Facilitated parent meetings
 - Chair case conferences while working closely with our Director of Special Education
 - Member of the Leadership Team
 - Detailed breakdown of responsibilities available upon request

Instructional Coach/Team Leader 2008 - 2012, Responsibilities include:

- Data Specialist: Amplify benchmark and progress monitoring schedules and technology, I-STEP+, IREAD, Acuity and NWEA data analysis, data wall, data meetings, data reports
- Curriculum Coach: Assist teachers in understanding, implementing and aligning instruction to state/common core standards while creating rigorous classroom assessments
- Instructional Coach: teacher observations, modeling effective teaching, and co-teaching. Facilitate weekly meetings with teachers discussing effective teaching strategies including higher level questioning, activities, and projects
- Inventory and order new and replacement classroom and intervention materials
- Professional Development: planning and facilitating PD (based on data) for staff. Plan and lead discussion during weekly grade level meetings
- School Improvement Grant: write, monitor and report on this grant to the IDOE
- Teacher and Instructional Assistant evaluations
- Member of the Leadership Team and staff hiring committee
- Created Staff Expectation Guide
- Create School Schedule

Third Grade Teacher 2004 - 2008, Responsibilities include:

- Teaching, planning, organizing materials, and evaluating student progress
- Implementation of Indiana's Reading First Program
- Implementing scientifically based research based instruction in the components of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Utilizing direct systematic instruction for all core subjects taught including Reading, Math, Science, Language Arts, and Paragon (Our humanities curriculum).
- Grade level leader: responsibilities include taking third grade inventory of books, attending meetings and sharing information with my third grade team, keeping the meeting minutes, professional development planning, program input, planning, and implementation.
- Curriculum mapping and core program alignment to Indiana state standards
- Writing Committee Member, helped develop K-8 writing curriculum.

- Reading First Team Member, provided support to the team and the P.T.A.

Additional Current and Past Experience & Responsibilities:

- Coordinate and chair the RtI committee
- Responsible for ARRA Stimulus budget and orders
- Interview, check credentials, and hire new staff of all levels in absence of principal
- Responsible for School Accountability Plan
- Coordinate annual summer community open house
- Worked with marketing agency and involved with student recruitment
- Cooperating teacher for student teachers from Indiana Wesleyan University

Current and Past Professional Development/ Training:

- Turnaround Training
- No Excuses University Training
- Instructional Coach's Training Through the IDOE
- 6 + 1 Writing Traits Coaches Training
- Indiana and Texas Teacher Reading Academies
- Indiana's Reading First Initiatives
- Amplify Data Training
- Train staff on use of Amplify Materials and Software
- mClass Math Training
- TRC (Text to Reading Comprehension)
- Imagine It Core Reading Training
- CORE Classroom Management
- 2nd Step Behavior Management
- Power Grade and Power School (Electronic grading system)
- Voyager Reading Passport Intervention Instruction
- Differentiated Instruction
- Facilitated RtI training for our staff as well as for other schools

Youth/Work Experience:

- Started the cross-country program
 - Head coach for middle school championship cross-country team
- Math Bowl Coach
- Coordinated and instructed a writing club
- Started the cheerleading program
 - Head cheerleading coach
- Participated in Title One tutoring
- Participated in Young Author's Conference
- Head coach and assistant coach for youth track and field (all grades)
- Supervised toddlers at a local pre-school

Education:

Hold current Indiana License in both teaching (rules 46-47) and administration (rules 2002)

Indiana University Northwest, Gary, Indiana

- Masters in Educational Leadership May 2012

Indiana University, Bloomington, Indiana

- Completed twelve graduate credit hours 2006-2007

Indiana University, South Bend, Indiana

- Bachelor of Science in Education May 2002
- Kindergarten Endorsement



Charter School of the Dunes

7300 Melton Road, Gary, IN 46403 ♦ Phone: (219) 939-9690 ♦ Fax: (219) 939-9031

www.csotd.org

July 7, 2015

7300 Melton Road
Gary, IN 46403

Dear Superintendent Patterson,

As the President of the Charter School of the Dunes Board of Directors, I am pleased to submit this letter on behalf of the Board to acknowledge our support of the Scholl Improvement Grant Initiative, under Section 1003(g) of Title I.

Over a five year period, this grant will provide invaluable resources to significantly enhance the important work at Charter School of the Dunes to transform its instructional program, improve the quality of its instructional staff, personalize learning through RTI, improved the school climate and culture, and provide expanded opportunities for learning to students. We feel strongly that these initiatives will help improve the overall performance of Charter School of the Dunes students and, ultimately, leave them better prepared for high school, post-secondary education, and life.

My fellow Board members and I are committed to continuously supporting all aspects of the Transformation Model at Charter School of the Dunes, under the leadership of its Superintendent, Dr. Joi Patterson.

The Board is appreciative of this great opportunity to help bolster our initiatives to improve our school and provide our students with a great education.

Sincerely,



Tom Cera
Board President
Charter School of the Dunes



Your University of Choice

Indiana Department of Education
115 W Washington Street, Suite 600 (South Tower)
Indianapolis, IN, 46204

July 6, 2015

Dear Ms. Hurst and Grant Committee,

I am writing in my capacity as Director of Charter School Authorization with Calumet College of St. Joseph. The reason for this correspondence is to emphasize the continued support that our institution has for Charter School of the Dunes and its' management and staff in pursuing of a School Improvement Grant (SIG) for the coming academic year. As a school that is attempting to meet the overwhelming needs of a community that is plagued by low performing schools, disproportionate crime and poverty, Charter School of the Dunes and Calumet College of St. Joseph are committed to seeking every avenue possible to better services the needs of our students and the Charter School of Dunes community. To this end, Calumet College has committed staff that will consult in a weekly monitoring visit to assess instruction and supervision, Professional Development for leadership and staff, resources as made available through use of college facilities, materials and mentoring for new teachers, principals and staff.

Calumet College of St. Joseph supports this proposal in that it incorporates all of the recommendations sited through visits by monitoring personnel from the Department of Education, as well as the recommendations proposed by the visiting teams from Calumet College of St. Joseph. The College further supports and applauds the efforts of the Board of Charter School of the Dunes and their new President Dr. Joi Patterson, in incorporating the vision for school improvement into the very culture of the building and ultimate plan for improvement. Through the collaborative efforts of the Board, President and Charter School of the Dunes community, Calumet College of St. Joseph is committed to supporting this school through provision of an Accountability Officer, support through the Office of Charter Schools at the college and a diverse Advisory Board that may be called on for legal, Special Education and general instructional support.

This grant proposal is in alignment with the school's strategic plan and focuses on improving the quality of education offered by Charter School of the Dunes. In seeking high achievement from students, the school must have the necessary resources available to shoulder the cost of such an undertaking. For this reason, Calumet College of St. Joseph is in full support of this grant application. Further, the college is dedicated to ensuring the continued improvement and ultimate success of Charter School of the Dunes.

Thank you for your consideration,

Sincerely,

A handwritten signature in black ink that reads "Dawn Greene".

Dr. Dawn Greene, PhD
Director of Field Experience/Charter Schools
Calumet College of St. Joseph
219-478-4306