

A signed copy of the assurances is due to IDOE by Friday, May 9th. Assurances should be submitted to the 1003g@doe.in.gov email address. Updated grant changes, budgets, or additional requested information is not due with the signed assurances on May 9th. IDOE staff will visit your school in May to discuss further steps with the documentation and assurance collecting.

Possible Interventions	Transformation Principles	Evidence and Assurance
<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record. Principal was replaced within the past two school years with one that has evidence of a proven track record. Principal not replaced in the last two school years, but district has provided evidence of track record and assurances of support for principal. 	<p><i>Replace the principal who led the school prior to implementing the model</i></p>	<ul style="list-style-type: none"> Principal was replaced for 2013-2014 school year and will remain; though not hired for transformation reasons, she was chosen for her record of being an instructional leader and having strong central office experience.
<ul style="list-style-type: none"> Use of approved evaluation system that uses multiple assessments to measure academic growth. 	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>	<ul style="list-style-type: none"> Evaluation system aligned to Marzano's Effectiveness Rubric set to be implemented district wide in 2015-2016 school year – verbal assurance on phone interview that Highland Park teachers will begin using new evaluation system in 2014-2015 – provide written assurance this will occur. Submit copy of evaluation system to IDOE. Add professional development on evaluation system for year 1 into grant plan and grant budget.
<ul style="list-style-type: none"> Rewards are determined using tools and rubrics that are data driven and reflect an increase in student achievement. Provide additional resources in classrooms via teacher grants or rewards. Provide staff with leadership opportunities. Provide collaboration time for staff. Provide additional professional development reading and literature resources. Provides comprehensive, effective, and logical process for assisting teachers who are not improving and for removing teachers when they continue to not improve student growth. 	<p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>	<ul style="list-style-type: none"> Staff with increased student achievement will have the opportunity to apply for classroom grants to purchase books, supplies, or instructional tools to enhance classroom instruction.

Evidence and Assurance of Transformation Principles

<ul style="list-style-type: none"> • Topics of professional development relate to school goals and teacher and student needs. • Professional development has an emphasis on instructional strategies to support special populations. • Implement a system of peer support and assistance to foster the needs of educators. • Hire building-level instructional specialists to support educators who serve special-populations. 	<p><i>Provide high quality, job-embedded professional development</i></p>	<ul style="list-style-type: none"> • PBIS, including Tier I and Tier II specific training will be provided • District Professional Development Staff creates weekly PD calendar • "Literacy Look-Fors" Training from Literacy Coach • Literacy coach will follow-up on PD through "sweeps" in classroom and working with administration.
<ul style="list-style-type: none"> • Restructure school leadership team to dramatically increase time available for instructional leadership. • Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students. • Professional development is conducted weekly through job-embedded opportunities at the school. • Professional development includes vertical and horizontal collaboration, coaching, mentoring, data analysis, and determining appropriate curriculum and instruction. • Leadership follows-up on professional development through walk-thrus and teacher time with coaches. 		<ul style="list-style-type: none"> • Summer-book-clubs-for-staff • PLCs • Add professional development for initiatives in grant where PD not present: Fountas and Pinnell, Pearson Math Navigator Intervention System, Competency-Based Learning, new evaluation system, and possibly PreK.
<ul style="list-style-type: none"> • Implement staff re-commitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties. • Offer job promotions. • Improve working conditions. • Provide mentors and/or coaches to all staff. • Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students from special populations. • Implement a comprehensive induction program for new teachers. 	<p><i>Implement strategies to recruit, replace, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>	<ul style="list-style-type: none"> • Monthly accomplishments acknowledged at staff meetings • 4-6 team building retreat in year 1; all staff and leadership retreats planned by leadership team in years 2 and 3 • District recruitment and selection of certified staff policy exists and district has assured that school will have flexibility when needed. • Literacy Coach will work with all staff.

<p>Students</p> <ul style="list-style-type: none"> Extend the school day, or year, to include additional learning time for all students. Increase advanced coursework opportunities for students. Increase student access to career, technical, or credentialing programs. Offer double-doses in core content areas to struggling students. Provide before/after/summer/weekend-school-enrichment and intervention programs for all students. <p>Staff</p> <ul style="list-style-type: none"> Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically. Implement PLC time with focused professional development topics, differentiated for staff needs and interests. Provide opportunities for career internships. Partner with local universities to offer graduate level classes to your teaching staff. 	<p><i>Provide increased learning time for students and staff</i></p>	<ul style="list-style-type: none"> MCCSC lengthened the district school day in 2011-2012 by 60 minutes. Highland Park has implemented set-aside time during the school day for math and ELA remediation, in addition to the CORE minutes provided. Staff PLC time is provided Tutoring offered through Office of IU Scholarship – this is for a select number of students Add additional learning time for all students – extend the day for entire year or portion of the school year, offer additional school days, etc. Add transportation items and additional stipends for staff to budget if needed.
<ul style="list-style-type: none"> Conduct a comprehensive community-wide assessment to identify major factors significantly affecting the academic achievement of students in the school. Implement culturally competent family and community engagement programs focused on instruction and academic performance. Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families. Review and change student enrollment and placement processes to increase family engagement and improve student outcomes. Engage community partners to provide wrap-around services for students and families. Establish community partners. 	<p><i>Provide mechanisms for family and community engagement</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p><i>The cost of Comcast Internet Essentials to provide home internet connections to families who qualify is not an allowable purchase with Title I funds and will need to be removed from the grant.</i></p> </div>	<ul style="list-style-type: none"> Quarterly Parent/Teacher conferences Office of IU Scholarship offers weekly tutoring sessions with students and parents; transportation is provided for parents to attend. Social worker works with families – provide assurance regarding expectations of social worker working with families Partnership with Duke Energy – provide assurance detailing this partnership Family Events throughout the year – set family event schedule with focused link to learning for each event MCCSC Parent and Community Coordinator - provide assurance regarding expectations of parent and community coordinator

Evidence and Assurance of Transformation Principles

		responsibilities in working with families specific to Highland Park.
<ul style="list-style-type: none"> • Complete a school audit of the use of school funds to guide staffing decisions and implement findings. • Reallocate resources to increase support for direct instruction of students at-risk of failure. • Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule. 	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>	<ul style="list-style-type: none"> • District superintendent, school board, and union agree to review policies and practices and waive or adjust any policies or practices needed to effectively implement the grant
<ul style="list-style-type: none"> • The School Board, Superintendent, and Teacher Union are fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. 		
<p>LEA</p> <ul style="list-style-type: none"> • Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule. • Implement a culturally competent tiered system of support focused on student psycho-social health. • District staff has a process for monitoring and supporting the implementation of the selected improvement model which may include: <i>Professional Development and Curriculum/Assessment Calendars, Parent Requirements, Monitoring and Evaluation Systems, Leadership Support, Data Review, Special Population Review, and Fiscal Monitoring.</i> • Multiple academic supports for teachers, students, and principals are provided throughout the year. <p>External Provider (if applicable)</p> <ul style="list-style-type: none"> • Contract with a vendor or partner with an evidence-based, effective track record of success to support the school (i.e. – organization, university). • Have a clear timeline of commitment and implementation from the provider. 	<p><i>LEA provides operational flexibility (staffing, calendars/time and budgeting flexibility) and sustained support to school with ongoing, intensive technical assistance and support of an External Provider (if applicable)</i></p>	<ul style="list-style-type: none"> • District superintendent, school board, and union are committed to supporting Highland Park. • District Literacy Coaches will conduct monthly “Literacy Look-Fors” training. • Provide process for monitoring and supporting the implementation of the Transformation Model at Highland Park.

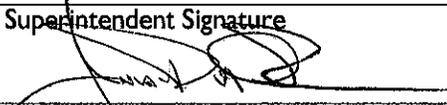
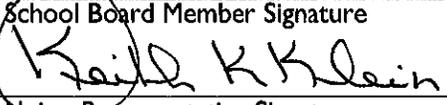
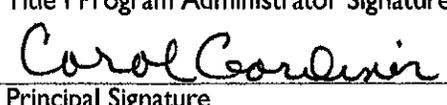
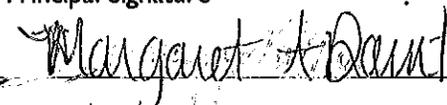
<ul style="list-style-type: none"> External Providers are working to build internal capacity within the school. Evaluation system for External Provider in place – an assessment of their services: including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs. 		
<ul style="list-style-type: none"> Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring. Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core. Provide multiple assessments and data points through technology-based recourses for the school to align its instructional program. Provide intensive and ongoing professional development for staff in conducting and use assessments and the data they provide. 	<p><i>Use data to implement an aligned instructional program</i></p>	<ul style="list-style-type: none"> Principal will lead individual data meetings and team meetings on intervention plans. – provide assurance regarding examining and using data for all students, not only students with intervention plans. Common formative assessments, NWEA, and Aimsweb will be used to assess students – completed biweekly, quarterly, and on an as needed basis. Purchase and implement Fountas and Pinnell Intervention Kits and organization centers for 3-5 Purchase Pierson Math and Navigator Intervention System Provide assurances for how new programs (Fountas and Pinnell; Pierson Math) will align with informing and differentiating instruction
<ul style="list-style-type: none"> Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core. Implement a comprehensive drop-out prevention and re-entry program. Provide weekly frequent structured time for teachers to collaborate and analyze student data and make instructional decisions. 	<p><i>Promote the use of data to inform and differentiated instruction</i></p>	<ul style="list-style-type: none"> Literacy Coach will “sweep classrooms” and provide coaching for “Literacy Look-Fors” Summer Book Clubs related to data Purchase and implement Fountas and Pinnell Intervention Kits and organization centers for 3-5 Purchase Pierson Math and Navigator Intervention System Provide assurances for how new programs (Fountas and Pinnell; Pierson Math) will

Evidence and Assurance of Transformation Principles

<ul style="list-style-type: none"> Provide extended, job-embedded professional development that includes observations and coaching to increase knowledge of differentiated instruction. 		<p>align with informing and differentiating instruction.</p> <ul style="list-style-type: none"> Provide assurance for how student progress is monitored, specifically with underserved students and special populations (per data provided: Special Education and Free/Reduced)
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The LEA must review each of the principles above, as well as the evidence and assurances. In signing below, the LEA commits to:

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

Superintendent Name Judith A. DeMuth, Ed.D.	Superintendent Signature 	Date 5/6/2014
School Board Member Name Keith K. Klein	School Board Member Signature 	Date 5/6/2014
Union Representative Name and Role LINDA C. RICHARDSON ^{MCEA} PRES.	Union Representative Signature 	Date 5/9/14
Title I Program Administrator Name Carol Gardner	Title I Program Administrator Signature 	Date 5/8/14
Principal Name Margaret Dainton	Principal Signature 	Date 5/8/14