

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	1. Principal Mentor - HMS principal will meet with a mentor monthly to collaborate.	1. Yes - Principal Mentor - HMS principal will meet with a mentor bi-monthly to collaborate.	1. Yes - Principal Mentor - HMS principal will meet with a mentor quarterly to collaborate.	1. Yes - Principal Mentor - HMS principal will meet with a mentor bi-annually to collaborate.	16-17 = \$1,200 FICA = \$91.80 17-18 = \$800.00 FICA = \$61.20 18-19 = \$400.00 FICA = \$30.60 total = \$2,400.00 FICA = \$183.60
	2. Principal and Associate Principal - Principal will attend PD activities.	2. Yes - Principal and Associate Principal - Principal will attend PD activities.	2. Yes - Principal and Associate Principal - Principal will attend PD activities.	2. Yes - Principal and Associate Principal - Principal will attend PD activities.	16-17 = \$1500 17-18 = \$1200 18-19 = \$750 total = \$3450
	3. Administration - HMS will evaluate	3. Yes - Administration -	3. Yes - Administration -	3. Yes - Administration -	16-17 = \$69,000 FICA = \$5,278.50

		and recognize teachers through incentives utilizing the ACS Teacher Evaluation System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between highly effective and effective teachers.	HMS will evaluate and recognize teachers through incentives utilizing the ACS Teacher Evaluation System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between highly effective and effective teachers.	HMS will evaluate and recognize teachers through incentives utilizing the ACS Teacher Evaluation System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between highly effective and effective teachers	HMS will evaluate and recognize teachers through incentives utilizing the ACS Teacher Eval. System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between highly effective and effective teachers	17-18 = \$69,000 FICA = \$5,278.50 18-19 = \$69,000 FICA = \$5,278.50 Total = \$207,000 FICA = \$15,835.50
		4. All HMS Staff - HMS will become more culturally competent through professional development.	4. Yes - All HMS Staff - HMS will become more culturally competent through professional development.	4. Yes - All HMS Staff - HMS will become more culturally competent through professional development.	4. Yes - All HMS Staff - HMS will become more culturally competent through professional development.	16-17 = \$750 17-18 = \$750 18-19 = \$750 total = \$2250
		5. All HMS Staff - HMS will release school early monthly to provide HMS staff	5. Yes - All HMS Staff - HMS will release school early monthly to provide HMS staff with professional development by	5. Yes - All HMS Staff - HMS will release school early monthly to provide HMS staff with professional development by	5. Yes - All HMS Staff - HMS will release school early monthly to provide HMS staff with professional development by qualified	16-17 = \$14,175 FICA = \$1,084.39 17-18 = \$14,175 FICA = \$1084.39 18-19 = \$14,175

		<p>with professional development by qualified individuals. Differentiated PD based on teacher needs.</p> <p>6. HMS teachers rated as effective or highly effective (via the approved ACS evaluation process) will be given the opportunity to prepare and implement professional development sessions based upon best practices.</p>	<p>qualified individuals. Differentiated PD based on teacher needs.</p> <p>6. HMS teachers rated as effective or highly effective (via the approved ACS evaluation process) will be given the opportunity to prepare and implement professional development sessions based upon best practices.</p>	<p>qualified individuals. Differentiated PD based on teacher needs.</p> <p>6. HMS teachers rated as effective or highly effective (via the approved ACS evaluation process) will be given the opportunity to prepare and implement professional development sessions based upon best practices.</p>	<p>individuals. Differentiated PD based on teacher needs.</p> <p>6. HMS teachers rated as effective or highly effective (via the approved ACS evaluation process) will be given the opportunity to prepare and implement professional development sessions based upon best practices.</p>	<p>FICA = \$1084.39</p> <p>total = \$42,525 FICA = \$3253.17</p> <p>16-17 = (20 Staff @ Per Diem for 20 hours) \$20,000 FICA = \$1530 17-18 = (10 Staff @ Per Diem for 20 hours) \$10,000 FICA = \$765 18-19 = (10 Staff @ Per Diem for 20 hours) \$10,000 FICA = \$765</p> <p>Total = \$40,000 FICA = \$3,060</p>
Comprehensive Instructional Reform Strategies	<p>1. All HMS Staff - HMS Professional Learning Community teams will meet weekly to share expertise, and work collaboratively to improve teaching</p>	<p>1. Yes - All HMS Staff - HMS Professional Learning Community teams will meet weekly to share expertise, and work</p>	<p>1. Yes - All HMS Staff - HMS Professional Learning Community teams will meet weekly to share expertise, and work</p>	<p>1. Yes - All HMS Staff - HMS Professional Learning Community teams will meet weekly to share expertise, and work</p>	<p>1. Yes - All HMS Staff - HMS Professional Learning Community teams will meet weekly to share expertise, and work</p>	<p>16-17 = \$42,525 (90 teachers/30 weeks, once per week) FICA = \$3253.16</p> <p>17-18 = \$42,525 (90 teachers/30 weeks, once per week) FICA = \$3253.16</p>

	<p>skills and the academic performance of students. Teachers will receive \$15.75 for giving up a prep period.</p> <p>2. Academic Consultant - HMS will partner with an educational resource consultant to work with teachers on a monthly basis to review all relevant test data.</p> <p>3. Administrators and Teachers - Classroom mini-grants application; Teachers will submit a proposal to attend a PD of their choice focused classroom culture and/or instruction, and increasing student achievement.</p>	<p>collaboratively to improve teaching skills and the academic performance of students.</p> <p>2. Yes - Academic Consultant - HMS will partner with an educational resource consultant to work with teachers on a monthly basis to review all relevant test data.</p> <p>3. Yes - Administrators and Teachers - Classroom mini-grants application; Teachers will submit a proposal to attend a PD of their choice focused classroom culture and/or instruction, and increasing student achievement.</p>	<p>collaboratively to improve teaching skills and the academic performance of students.</p> <p>2. Yes - Academic Consultant - HMS will partner with an educational resource consultant to work with teachers on a monthly basis to review all relevant test data.</p> <p>3. Yes - Administrators and Teachers - Classroom mini-grants application; Teachers will submit a proposal to attend a PD of their choice focused classroom culture and/or instruction, and increasing student achievement.</p>	<p>collaboratively to improve teaching skills and the academic performance of students.</p> <p>2. Yes - Academic Consultant - HMS will partner with an educational resource consultant to work with teachers on a monthly basis to review all relevant test data.</p> <p>3. Yes - Administrators and Teachers - Classroom mini-grants application; Teachers will submit a proposal to attend a PD of their choice focused classroom culture and/or instruction, and increasing student achievement.</p>	<p>18-19 = \$42,525 (90 teachers/30 weeks, once per week) FICA = \$3253.16</p> <p>Total = \$127,575.00 FICA = \$9,759.48</p> <p>16-17 = (10 Sessions @ \$500) = \$5,000 FICA = \$382.50 17-18 = (5 Sessions @ \$500) = \$2,500 FICA = \$191.25 18-19 - (2 Sessions @ \$500) \$1,000 FICA = \$76.50</p> <p>Total = \$8,500 FICA = \$650.25</p> <p>16-17 = \$5,000 FICA = \$382.50 17-18 = \$2,500 FICA = \$191.25 18-19 = \$1,000 FICA = \$760.50</p> <p>total = \$8,500 FICA = \$650.25</p>
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	<p>4. Administrators, coaches, and teachers - All will be expected to attend 1:1 professional development and utilize Chromebooks and Canvas by increasing the level of student engagement.</p> <p>5. All HMS Staff - Through implementation of the 8-Step process HMS administrators, coaches, and teachers will attend monthly learning log meetings during which data will be disaggregated to find problems with instruction. The ACS 8 Step Consultant will work with HMS teachers, coaches, and</p>	<p>4. Yes - Administrators, coaches, and teachers - All will be expected to attend 1:1 professional development and utilize Chromebooks and Canvas by increasing the level of student engagement.</p> <p>5. Yes - Through implementation of the 8-Step process HMS administrators, coaches, and teachers will attend monthly learning log meetings during which data will be disaggregated to find problems with instruction.</p>	<p>4. Yes - Administrators, coaches, and teachers - All will be expected to attend 1:1 professional development and utilize Chromebooks and Canvas by increasing the level of student engagement.</p> <p>5. Yes - Through implementation of the 8-Step process HMS administrators, coaches, and teachers will attend monthly learning log meetings during which data will be disaggregated to find problems with instruction.</p>	<p>4. Yes - Administrators, coaches, and teachers - All will be expected to attend 1:1 professional development and utilize Chromebooks and Canvas by increasing the level of student engagement.</p> <p>5. Yes - Through implementation of the 8-Step process HMS administrators, coaches, and teachers will attend monthly learning log meetings during which data will be disaggregated to find problems with instruction.</p>	<p>16-17 = \$38,000 17-18 = \$38,000 18-19 = \$38,000 total = \$114,000</p> <p>N/A</p>
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		administrators, quarterly.				
		6. Academic Interventionists (2) - The academic interventionists will work with teachers on developing instructional calendars, track student data, conduct learning log meetings, and model instruction.	6. Yes - Academic Interventionists (2) - The academic interventionists will work with teachers on developing instructional calendars, track student data, conduct learning log meetings, and model instruction.	6. Yes - Academic Interventionists (2) - The academic interventionists will work with teachers on developing instructional calendars, track student data, conduct learning log meetings, and model instruction.	6. Yes - Academic Interventionists (2) - The academic interventionists will work with teachers on developing instructional calendars, track student data, conduct learning log meetings, and model instruction.	<p>16-17 = \$100,482 (for 2 interventionists) FICA = \$15,373.75</p> <p>Benefits for Academic Interventionists (2) (Health, Vision, Dental, Life & LTD) = \$54,102.64</p> <p>17-18 = \$100,482 FICA = \$15,373.75</p> <p>Benefits for Academic Interventionists (2) (Health, Vision, Dental, Life & LTD) = \$54,102.64</p> <p>18-19 = \$100,482 FICA = \$15,373.75</p> <p>Benefits for Academic Interventionists (2) (Health, Vision, Dental, Life & LTD) = \$54,102.64</p>
		7. Twenty Day ISTEP+ Prep Buy Out				<p>16-17 = \$4,725 FICA = \$361.46</p> <p>17-18 = \$4,725 FICA = \$361.46</p> <p>18-19 = \$4,725</p>

	<p>Person(S) Responsible - HMS Teachers, Interventionists, and Administrators HMS Teachers will provide additional instruction and support to students in preparation for ISTEP+.</p> <p>8. Teachers will submit proposal to attend a PD of their choice by applying for a PD grant. This PD must be focused on classroom culture and/or instruction, and increasing student achievement based on needs assessment data.</p>	<p>7. Yes - Twenty Day Prep Buy out. The teachers will continue to work with select groups of students to aid and support in preparation for ISTEP+.</p> <p>8. Yes - Teachers will continue to submit proposals to attend PD.</p>	<p>7. Yes - Twenty Day Prep Buy out. The teachers will continue to work with select groups of students to aid and support in preparation for ISTEP+.</p> <p>8. Yes - Teachers will continue to submit proposals to attend PD.</p>	<p>7. Yes - Twenty Day Prep Buy out. The teachers will continue to work with select groups of students to aid and support in preparation for ISTEP+.</p> <p>8. Yes - Teachers will continue to submit proposals to attend PD.</p>	<p>FICA = \$361.46 Total = \$14,175 FICA = \$1,084.38</p> <p>16-17 = (PD) = \$13,500 (Mileage) = \$1,500 (Sub Pay) = \$2,250 FICA (Sub Pay) = \$172.13 17-18 =(PD)= \$9,000 (Mileage) = \$1,000 (Sub Pay) = \$1,125 FICA (Sub Pay) = \$76.50 18-19=(PD) = \$4,500 (Mileage) = \$500 (Sub Pay) = \$450 FICA (Sub Pay) = \$34.43</p>
Increasing Learning Time and Creating Community Oriented Schools	<p>1. Life Coach - A Life Coach will meet with students individually or in a group or classroom setting to assess student needs and to make recommendations to improve student behavior and academic performance.</p>	<p>1. Yes - Life Coach - A Life Coach will meet with students individually or in a group or classroom setting to assess student needs and to make recommendations to improve student behavior</p>	<p>1. Yes - Life Coach - A Life Coach will meet with students individually or in a group or classroom setting to assess student needs and to make recommendations to improve student behavior</p>	<p>1. Yes - Life Coach - A Life Coach will meet with students individually or in a group or classroom setting to assess student needs and to make recommendations to improve student behavior</p>	<p>16-17 = \$37,300.00 FICA = \$2,853.45 Insurance = \$27,051.32 17-18 = \$37,300.00 FICA = \$2,853.45 Insurance = \$27,051.32 18-19 = \$37,300.00 FICA = \$2,853.45 Insurance = \$27,051.32 Total = \$111,900.00 FICA = \$8,560.53</p>

		<p>2. Truancy Interventionist - A Truancy Interventionist will provide assistance to the students and their families to increase the student's overall attendance rate and academic performance.</p> <p>3. Administration and HMS teachers - Through extended learning programs HMS will provide increased learning time for students with instruction and tutoring provided by HMS teachers.</p>	<p>and academic performance.</p> <p>2. Yes - Truancy Interventionist - A Truancy Interventionist will provide assistance to the students and their families to increase the student's overall attendance rate and academic performance.</p> <p>3. Yes - Administration and HMS teachers - Through extended learning programs HMS will provide increased learning time for students with instruction and tutoring provided by HMS teachers.</p>	<p>and academic performance.</p> <p>2. Yes - Truancy Interventionist - A Truancy Interventionist will provide assistance to the students and their families to increase the student's overall attendance rate and academic performance.</p> <p>3. Yes - Administration and HMS teachers - Through extended learning programs HMS will provide increased learning time for students with instruction and tutoring provided by HMS teachers.</p>	<p>and academic performance.</p> <p>2. Yes - Truancy Interventionist - A Truancy Interventionist will provide assistance to the students and their families to increase the student's overall attendance rate and academic performance.</p> <p>3. Yes - Administration and HMS teachers - Through extended learning programs HMS will provide increased learning time for students with instruction and tutoring provided by HMS teachers.</p>	<p>Insurance = \$81,153.96</p> <p>16-17 = \$19,116.00 FICA = \$1,462.38 Mileage = \$2,000.00 17-18 = \$19,116.00 FICA = \$1,462.38 Mileage = \$2,000.00 18-19 = \$19,116.00 FICA = \$1,462.38 Mileage = \$2,000.00 Total = \$57,348.00 FICA = \$4,387.14 Mileage - \$6,000.00</p> <p>16-17 = (5 teachers) \$33,750 FICA = \$2,581.88 Transportation (2 buses for Power Hour) = \$13,500 Transportation (2 buses for Summer School) = \$3,000 17-18 = (5 teachers) \$33,750 FICA = \$2,581.88 Transportation (2 buses for Power Hour) = \$13,500 Transportation (2 buses for Summer School) = \$3,000</p>
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		<p>4. Administration and PAC Committee - HMS will conduct bi-monthly meetings with the Parent Advisory Council to discuss HMS data, concerns, and needs. PAC will plan and organize events to support parental needs.</p> <p>5. Administration and Staff - HMS will conduct Community Nights; Literacy Night,</p>	<p>4. Yes - Administration and PAC Committee - HMS will conduct bi-monthly meetings with the Parent Advisory Council to discuss HMS data, concerns, and needs. PAC will plan and organize events to support parental needs.</p> <p>5. Yes - Administration and Staff - HMS will</p>	<p>4. Yes - Administration and PAC Committee - HMS will conduct bi-monthly meetings with the Parent Advisory Council to discuss HMS data, concerns, and needs. PAC will plan and organize events to support parental needs.</p> <p>5. Yes - Administration and Staff - HMS will</p>	<p>4. Yes - Administration and PAC Committee - HMS will conduct bi-monthly meetings with the Parent Advisory Council to discuss HMS data, concerns, and needs. PAC will plan and organize events to support parental needs.</p>	<p>18-19 = (5 teachers; \$33,750 FICA = \$2,581.88 Transportation (2 buses for Power Hour) = \$13,500 Transportation (2 buses for Summer School) = \$3,000</p> <p>Total = \$101,250 FICA = \$7,745.64 Power Hour Bus = \$40,500 Summer School Bus = \$9,000</p> <p>N/A</p> <p>16-17 = \$6,000 17-18 = \$6,000</p>
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	Math/Science Night, and Technology Night.	conduct Community Nights; Literacy Night, Math/Science Night, and Technology Night.	conduct Community Nights; Literacy Night, Math/Science Night, and Technology Night.	5. Yes - Administration and Staff - HMS will conduct Community Nights; Literacy Night, Math/Science Night, and Technology Night.	18-19 = \$6,000 total = \$18,000
Providing Operational Flexibility and Sustained Support programs	<ol style="list-style-type: none"> 1. HMS Administration - Principals will assess teacher effectiveness, evaluations, best staffing practices, and school culture. 2. HMS Administration- HMS principals and asst. principals will work to create a master schedule taking into consideration student academic needs, course selections, and student behavioral needs. 	<ol style="list-style-type: none"> 1. Yes - HMS Administration - Principals will assess teacher effectiveness, evaluations, best staffing practices, and school culture. 2. Yes - HMS Administration- HMS principals and asst. principals will work to create a master schedule taking into consideration student academic needs, course selections, and student 	<ol style="list-style-type: none"> 1. Yes - HMS Administration - Principals will assess teacher effectiveness, evaluations, best staffing practices, and school culture. 2. Yes - HMS Administration- HMS principals and asst. principals will work to create a master schedule taking into consideration student academic needs, course selections, and student 	<ol style="list-style-type: none"> 1. Yes - HMS Administration - Principals will assess teacher effectiveness, evaluations, best staffing practices, and school culture. 2. Yes - HMS Administration- HMS principals and asst. principals will work to create a master schedule taking into consideration student academic needs, course selections, and student behavioral needs. 	<p>N/A</p> <p>N/A</p>

		<p>3. PBIS Committee and Administrators- PBIS will improve school and student performance.</p> <p>4. HMS Administration - HMS will improve hiring practices by ensuring all open teaching positions will be filled by the best candidate from prospective teacher pools and interviews conducted by administrative staff.</p> <p>5. Administration and Counselors - HMS will provide events for students and parents as they transition from one grade level to the next.</p> <p>6. HMS 8th grade students will visit Anderson High School College and Career Center</p>	<p>behavioral needs.</p> <p>3. Yes - PBIS Committee and Administrators- PBIS will improve school and student performance.</p> <p>4. Yes - HMS Administration - HMS will improve hiring practices by ensuring all open teaching positions will be filled by the best candidate from prospective teacher pools and interviews conducted by administrative staff.</p> <p>5. Yes - Administration and Counselors - HMS will provide events for students and parents as they transition from one grade level to the next.</p> <p>6. Yes - 8th Grade Visits</p>	<p>behavioral needs.</p> <p>3. Yes - PBIS Committee and Administrators- PBIS will improve school and student performance.</p> <p>4. Yes - HMS Administration - HMS will improve hiring practices by ensuring all open teaching positions will be filled by the best candidate from prospective teacher pools and interviews conducted by administrative staff.</p> <p>5. Yes - Administration and Counselors - HMS will provide events for students and parents as they transition from one grade level to the next.</p> <p>6. Yes - 8th Grade Visits</p>	<p>3. Yes - PBIS Committee and Administrators- PBIS will improve school and student performance.</p> <p>4. Yes - HMS Administration - HMS will improve hiring practices by ensuring all open teaching positions will be filled by the best candidate from prospective teacher pools and interviews conducted by administrative staff.</p> <p>5. Yes - Administration and Counselors - HMS will provide events for students and parents as they transition from one grade level to the next.</p> <p>6. Yes - 8th Grade Visits HMS students will continue to visit D26</p>	<p>16-17 = \$3,000 17-18 = \$2,000 18-19 = \$1,000 total = \$6,000</p> <p>16-17 = \$1,500 17-18 = \$1,500 18-19 = \$1,500 total = \$4,500</p> <p>16-17 = \$6,000 17-18 = \$6,000 18-19 = \$6,000 total = \$18,000</p> <p>16-17 = \$750 17-18 = \$750</p>
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		(D26) in November to explore academic options for their 11th and 12th grade school years.	HMS students will continue to visit D26 College and Career Center to explore academic options.	HMS students will continue to visit D26 College and Career Center to explore academic options.	College and Career Center to explore academic options.	18-19 = \$750
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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
Principal Changes and Flexibility	<p>1. Principal Effectiveness Person(s) Responsible - Principal Mentor</p> <p style="margin-left: 20px;">a. HMS will hire a mentor who will meet with principal monthly to collaborate on changing the culture of the building for staff and students, increasing academic rigor, and improving student outcomes.</p>	Phase one - four	1. Principal has developed effective leadership and mentorship is completed.	N/A
	<p>2. Principal Professional Development Person(s) Responsible -Principal and Associate Principal</p> <p style="margin-left: 20px;">a. Principal will attend professional development activities, including IASP, focused on cultural competency, increasing teacher effectiveness, and using data to increase student outcomes.</p>		2. Principal will maintain professional development through the corporation.	N/A

<p>Building Culture</p>	<p>3. Conducting Teacher Evaluations and Flexibility of Staff and Master Schedule Person(s) Responsible - Administrative Team</p> <p>a. Principals and assistant principals will attend professional development sessions pertaining to teacher effectiveness, evaluations, best staffing practices, and school culture.</p> <p>1. Community Outreach Person(s) Responsible - Life Coach</p> <p>a. HMS will hire a Life coach who will meet with students individually or in a group or classroom setting to assess student strengths/weaknesses and to make recommendations to improve student behavior, academic performance, and attendance. Also, the Life Coach will serve as a liaison between the home, school and community agencies such as health, welfare, legal, and other social service agencies (i.e., assist</p>		<p>3. Administrative staff will maintain a log of professional development sessions attended. Administrators will use evaluation systems for teachers and principals that take into account student growth and assessments.</p> <p>1. The Life Coach will provide a weekly timesheet depicting the number of visits and dates of contacts made with students/families. The Life Coach will also work with Deans, Counselors, Social Worker, and Teachers to improve student performance.</p>	<p>N/A</p> <p>Total = \$37,300 FICA = \$2,853.45 Insurance = \$27,051.32</p>
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	<p>with forms, identifies and assists with obtaining resources, etc.).</p> <p>2. Student Behavior/Academics Person(s) Responsible - PBIS Committee and Administrators</p> <p>a. PBIS will improve school and student performance outcomes as documented by Power School discipline logs and three week mini assessments. PBIS will purchase incentives and use the incentives as rewards for improved student academics and improved behaviors.</p> <p>3. Student Attendance Person Responsible -Truancy Interventionist</p> <p>a. HMS will hire a Truancy Interventionist to provide assistance to the students and their families to increase the student's overall attendance rate and academic performance. The Truancy Interventionist will inform and educate parents</p>		<p>2. PBIS will provide a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS will maintain accurate meeting notes, recording current student behavior and academic data as documented in Canvas and Power School. Discussions will take place in the war room. All incentive/rewards purchases will be logged.</p> <p>3. The Truancy Interventionist will pull weekly attendance reports from Powerschool. The Truancy Interventionist will ensure that HMS children are attending school during school hours. The truancy interventionist will also develop individual action plans to increase student attendance. These documents will all be made available to administration to monitor attendance. (i.e. mileage log, visitation logs, action plans)</p>	<p>Total = \$500</p> <p>Funds to purchase educational and behavioral resources for the students</p> <p>Total = \$19,116</p> <p>FICA - \$1,462.38</p> <p>Milage = \$2,000</p>
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<p>Professional Development</p>	<p>and students about compulsory attendance laws and issue warnings when the laws are violated. The Truancy Interventionist will investigate cases of unexcused or excessive absences, the reasons behind the absences, and determine if it is allowed under compulsory attendance laws. In general, the Truancy Interventionist will issue warnings, and educate the community.</p> <p>1.. Cultural Competency Person(s) Responsible - All HMS Staff</p> <p>a. HMS will become more culturally competent by: valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact, having institutionalized culture knowledge, and having developed adaptations to information delivery reflecting an understanding of cultural diversity.</p> <p>2. Professional Learning Communities</p>		<p>1. Faculty will learn how to build relationships as they develop cultural competency by attending various opportunities, including a graduate level course by an accredited institution and/or other required cultural competency PD. Faculty will receive graduate credit hours or PGPs for completion of the course or PD.</p>	<p>Total = \$750</p> <p>BSU Instructor leading cultural competency PD to HMS staff. 5 sessions @ \$150 per session</p>
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<p>Effectiveness of staff recruitment/retainment of staff</p>	<p>4. Best Practice Professional Development Person(s) Responsible: HMS teachers</p> <ul style="list-style-type: none"> a. Teachers rated as effective or highly effective (via the approved ACS evaluation process) will be given the opportunity to prepare and implement professional development sessions based upon best practices. <p>1. Teacher Evaluations Person(s) Responsible: Administrators and Classroom Teachers</p> <ul style="list-style-type: none"> a. HMS will recognize and provide incentives for school leaders, teachers, and staff who are implementing Anderson Community School's evaluation tool, (PAR Rubric) and are rated effective or highly effective. <p>2. Improve Hiring Practices Person(s) Responsible: Administrators</p> <ul style="list-style-type: none"> a. HMS administration will attend several recruitment 		<p>4. Teachers who implement professional development sessions for staff will utilize a sign in sheet and will have an agenda for all sessions.</p> <p>1. Incentive fund will be transferred to ACS as new language in the Master Contract.</p>	<p>N/A</p> <p>N/A</p>
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<p>Instructional Programs</p>	<p>fairs for the purpose of determining the most highly qualified candidates for teacher vacancies.</p> <p>3. Classroom Mini-Grants Person(s) Responsible: Administrators and Teachers</p> <p>a. Teachers will submit proposal to attend a PD of their choice by applying for a PD grant. This PD must be focused on classroom culture and/or instruction, and increasing student achievement.</p> <p>1. 1:1 Initiative Person(s) Responsible - Administrators, coaches, 6th grade staff members, and 5-Star Technology Integration Services</p> <p>a. HMS administrators, coaches, and 6th grade staff members will be expected to attend 1:1 professional development opportunities and utilize Chromebooks by increasing the level of student engagement by designing in-depth, collaborative and</p>		<p>2. Administrators will compile and continually update a list of highly qualified candidates from which teacher vacancies can be filled.</p> <p>3. Teachers will continue to be offered the opportunity to apply for a Classroom Mini-Grants to attend a PD that is focused on increasing student achievement in their class. ACS will partner with Anderson University to assist with PD opportunities.</p> <p>1. Upon completion of 5-Star services, ACS will have the capabilities to develop technology PD for teachers.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>
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	<p>meaningful lessons and projects</p> <p>2. 8-Step Process Person(s) Responsible - 8-Step Coordinator, administration, coaches, teachers</p> <p>a. HMS teachers, coaches, and administrators will attend monthly learning log meetings during which data will be disaggregated to find problems within instruction. (Effective at what? Effective for whom?)</p> <p>b. HMS will follow the plan, do, check, act instructional cycle.</p> <p>3. Extended Learning Programs Person(s) Responsible - Administration, HMS teachers</p> <p>a. HMS will provide increased learning time for students with instruction and tutoring provided by HMS teachers.</p>		<p>2. Administration will assure that the 8 Step Process is followed by documenting meeting notes and attendance sheets for each learning log meeting. The eight steps are as follows:</p> <ul style="list-style-type: none"> ● Test Score Disaggregation ● Timeline Development ● Instructional Focus ● Assessment ● Tutorials ● Enrichment ● Maintenance ● Monitoring <p>3. Remediation / Enrichment programs will be offered after school. These opportunities will be offered three days a week for 1.5 hours a day.</p>	<p>N/A</p> <p>N/A</p>
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	<p>4. Science / Social Studies Academic Interventionist</p> <ul style="list-style-type: none"> a. HMS will hire the academic interventionist to work with teachers on developing instructional calendars, track student data, conduct learning log meetings, and model instruction. b. Twenty Day ISTEP+ Prep Buy Out Person(S) Responsible - HMS Teachers, Interventionists, and Administrators HMS Teachers will provide additional instruction and support to students in preparation for ISTEP+. 		<p>This is an opportunity to increase student learning by 270 hours, and increase teacher student engagement. Students will sign in when attending the program of their choice. Transportation will be provided to allow equal access for all students.</p> <p>SUMMER SCHOOL POWER HOUR</p> <p>4. The academic interventionist will monitor and compile all data related to science and social studies from formative and summative assessments.</p>	<p>Total = \$100,482 FICA = \$15,373.75 Benefits for Academic Interventionists (2) (Health, Vision, Dental, Life & LTD) = \$54,102.64</p>
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<p>Family and Community Engagement</p>	<p>1. Grade Level Transitions</p> <p>Person(s) Responsible - Administration, teachers, and Counselors</p> <p>a. 6th grade student and parent orientation: Incoming sixth grade students and parents will be invited to attend a sixth grade orientation during the month of July, prior to school starting. Teachers and administrators will welcome the students and parents. Students will participate in a scavenger hunt during which they will receive various school supplies.</p> <p>b. HMS Elementary School Visits: The sixth grade administrator and sixth grade counselor will visit ACS elementary school, fifth grade students. HMS staff will show a video depicting "a day in the life of a sixth grader." The counselor will share</p>		<p>1. Administrators will keep accurate records of all events pertaining to fifth to sixth grade transition. Administrators will keep accurate logs of parent contact and notifications.</p>	<p>Total = \$3,000</p> <p>Incentive funds for student motivation as they transition</p>
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	<p>scheduling information and how to prepare for sixth grade. Students will be given a Highland Sixth Grade Center rubber bracelet welcoming them to the middle school.</p> <p>c. During May, students from ACS elementary buildings will visit Highland, take of a tour of the building, and be informed of current data, goals, expectations. Each student will be given a Highland Middle School backpack.</p> <p>d. 7th and 8th grade HMS Summer Open House: In July, incoming seventh and eighth grade students will visit HMS, find their lockers, obtain their schedules, and find their classrooms. Administrators and counselors will welcome them and assist if students or parents have questions.</p> <p>2. Parent Advisory Council (PAC) Meetings</p> <p>Person(s) Responsible - Administration, PAC Committee</p>			
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	<ul style="list-style-type: none"> a. Bi-monthly meetings with PAC committee will be held to discuss HMS current overall student attendance rates, behavior, and academic concerns or needs. Also, the PAC committee will plan and organize events to support parental needs. b. HMS administrators and/or PAC will inform stakeholders (parents, community at large) of upcoming events via, Facebook, Twitter, ACS and HMS websites, radio, and/or t.v. <p>3. HMS Community Night</p> <ul style="list-style-type: none"> a. Highland will hold a Family Literacy Night during which parents, students, and teachers share and implement fun and creative activities to use at school and at home which will support students in the area of reading comprehension. 		<p>2. The PAC (Parent Advisory Council) of HMS advises middle school parents. and actively reaches out to engage parents in the school's decision-making process and builds a partnership for student achievement among families, The PAC facilitates the interactions among parents and school leaders. The PAC supports parents participating in school-site governance and advocating education policies that determine the future of our students. Attendance and meeting notes will be kept for each meeting.</p> <p>3. Community Nights will continue as ACS will appropriate funds for HMS Community Nights.</p>	<p>N/A</p> <p>N/A</p>
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	<p>b. Highland will hold a Family Math/Science Night during which parents, students, and teachers share and implement fun and creative activities to use at school and at home which will support students in the areas of math and science..</p> <p>c. Highland will hold a Family Technology Night during which parents, students, and teachers, share and implement fun and creative activities to use at school and at home which will support students in the area of technology. Also during this time parents, will be shown how to utilize ACS's Power Parent site and Canvas.</p>			

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Principal Changes and Flexibility	<p>1. Principal Effectiveness Person Responsible - Principal Mentor</p> <p>a. HMS will hire a mentor who will meet with principal monthly to collaborate on changing the culture of the building for staff and students, increasing academic rigor, and improving student outcomes.</p> <p>2. Principal Professional Development Person Responsible -Principal and Associate Principal</p> <p>a. Principal will attend professional development activities, including IASP, focused on cultural competency, increasing teacher effectiveness, and using data to increase student outcomes.</p> <p>3. Conducting Teacher Evaluations and Flexibility of Staff and Master Schedule Person(s) Responsible - Administrative Team</p> <p>a. Principals and assistant principals will attend professional development sessions pertaining to teacher effectiveness, evaluations,</p>	Phase one - four	<p>1. Principal has developed effective leadership and mentorship is completed.</p> <p>2. Principal will maintain professional development through the corporation.</p> <p>3. ACS and Administrators will use evaluation systems for teachers and principals that take into account student growth and assessments as approved by the DOE.</p>	<p>N/A</p> <p>\$1,200 General Fund</p> <p>\$1,200 General Fund</p>

<p>Building Culture</p>	<p>best staffing practices, and school culture.</p> <p>1. Community Outreach Person Responsible - Life Coach</p> <p>a. HMS will hire a Life coach who will meet with students individually or in a group or classroom setting to assess student strengths/weaknesses and to make recommendations to improve student behavior, academic performance, and attendance. Also, the Life Coach will serve as a liaison between the home, school and community agencies such as health, welfare, legal, and other social service agencies (i.e., assist with forms, identifies and assists with obtaining resources, etc.).</p> <p>2. Student Behavior/Academics Person(s) Responsible - PBIS Committee and Administrators</p> <p>a. PBIS will improve school and student performance outcomes as documented by Power School discipline logs and three week mini assessments. PBIS will purchase incentives and use the incentives as rewards for improved student academics and improved behaviors.</p>		<p>1. ACS will secure additional grant funding for the position of Life Coach as the position of Life Coach is vital to Highland Middle School's community outreach.</p> <p>2. PBIS will provide a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS will remain an integral strategy of HMS's continued success.</p>	<p>Needs to secure additional grant funding \$37,300 FICA = \$2,853.45 Insurance = \$27,051.32</p> <p>Funds will be taken from the extracurricular account - \$3,000</p>
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<p>Professional Development</p>	<p>3. Student Attendance Person Responsible -Truancy Interventionist</p> <p>a. HMS will hire a Truancy Interventionist to provide assistance to the students and their families to increase the student's overall attendance rate and academic performance. The Truancy Interventionist will inform and educate parents and students about compulsory attendance laws and issue warnings when the laws are violated. The Truancy Interventionist will investigate cases of unexcused or excessive absences, the reasons behind the absences, and determine if it is allowed under compulsory attendance laws. In general, the Truancy Interventionist will issue warnings, and educate the community.</p> <p>1.. Cultural Competency Person(s) Responsible - All HMS Staff</p> <p>a. HMS will become more culturally competent by: valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact, having institutionalized culture knowledge, and having developed adaptations to information delivery reflecting an understanding of cultural diversity.</p> <p>2. Professional Learning Communities</p>		<p>3. ACS will properly fund the position of Truancy Interventionist as the position of Truancy Interventionist is vital to the success of each of the students at Highland.</p> <p>1. Faculty will continually learn how to build relationships. They develop cultural competency by attending various opportunities the administration recommends and provides through the train the trainer model, as HMS maintains its' mission and beliefs.</p>	<p>General Fund \$19,116 FICA = \$1,462.38 Mileage = \$2,000</p> <p>Title II Professional Development Funds -teacher stipends</p>
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	<p>Person(s) Responsible - All HMS Staff</p> <p>a. Our professional learning community teams will meet weekly to share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Teachers will receive \$15.75 for giving up a prep period.</p> <p>b. An educational resource consultant will work with teachers on a monthly basis to review all relevant test data including ISTEP along with district assessments from the 2014-2015 to current school year.</p> <p>3. Mandatory Early Release Day for Teachers. Person(s) Responsible - all HMS Staff</p> <p>a. HMS staff will be provided professional development by qualified individuals from outside agencies. This will be differentiated PD based on teacher needs.</p> <p>4. Best Practice Professional Development Person(s) Responsible: HMS teachers</p> <p>a. Teachers rated as effective or highly effective (via the approved ACS evaluation process) will be given the opportunity to prepare and implement professional development sessions based upon best practices.</p>		<p>2. Teachers will continue to review student achievement data to identify a specific standard or standards on which many students are not meeting their goal. HMS will no longer require the services of a consultant to assist as staff will now have the tools necessary to track all HMS data.</p> <p>3. Teachers will continue to be offered various PD sessions at which they will sign-in. ACS will budget appropriate funds for teacher stipend.</p> <p>4. Teachers who implement professional development sessions for staff will utilize a sign in sheet and will have an agenda for all sessions.</p>	<p>N/A</p> <p>Title II Professional Development Fund - teacher stipend</p> <p>General Fund pending fiscal ability</p>
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<p>Effectiveness of staff recruitment/retainment of staff</p>	<p>1. Teacher Evaluations Person(s) Responsible: Administrators and Classroom Teachers</p> <p>a. HMS will recognize and provide incentives for school leaders, teachers, and staff who are implementing Anderson Community School's evaluation tool, (PAR Rubric) and are rated effective or highly effective.</p> <p>2. Improve Hiring Practices Person(s) Responsible: Administrators</p> <p>a. HMS administration will attend several recruitment fairs for the purpose of determining the most highly qualified candidates for teacher vacancies.</p> <p>3. Classroom Mini-Grants Person(s) Responsible: Administrators and Teachers</p> <p>a. Teachers will submit proposal to attend a PD of their choice by applying for a PD grant. This PD must be focused on classroom culture and/or instruction, and increasing student achievement.</p>		<p>1. Incentive funds will be transferred to ACS as new language in the Master Contract - effective January, 2018.</p> <p>2. Administrators will compile and continually update a list of highly qualified candidates from which teacher vacancies can be filled.</p> <p>3. Teachers will continue to be offered the opportunity to apply for a Classroom Mini-Grants to attend a PD that is focused on increasing student achievement in their class. ACS will partner with Anderson University and the Madison County Education Foundation to assist with PD opportunities.</p>	<p>General fund will fund stipend per CBA</p> <p>General Fund \$1,500</p> <p>Funding from the Educational Foundation or Anderson University</p>
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<p>Instructional Programs</p>	<p>1. 1:1 Initiative Person(s) Responsible - Administrators, coaches, 6th grade staff members, and 5-Star Technology Integration Services</p> <p>a. HMS administrators, coaches, and 6th grade staff members will be expected to attend 1:1 professional development opportunities and utilize Chromebooks by increasing the level of student engagement by designing in-depth, collaborative and meaningful lessons and projects</p> <p>2. 8-Step Process Person(s) Responsible - 8-Step Coordinator, administration, coaches, teachers</p> <p>a. HMS teachers, coaches, and administrators will attend monthly learning log meetings during which data will be disaggregated to find problems within instruction.</p> <p>b. HMS will follow the plan, do, check, act instructional cycle.</p> <p>3. Extended Learning Programs Person(s) Responsible - Administration, HMS teachers</p> <p>a. HMS will provide increased learning time for students with instruction and tutoring provided by HMS teachers.</p>		<p>1. Upon completion of 5-Star services, ACS will have the capabilities to develop technology PD for teachers.</p> <p>2. Administration will assure that the 8 Step Process is followed by documenting meeting notes and attendance sheets for each learning log meeting. The eight steps are as follows:</p> <ul style="list-style-type: none"> ● Test Score Disaggregation ● Timeline Development ● Instructional Focus ● Assessment ● Tutorials ● Enrichment ● Maintenance ● Monitoring <p>3. Remediation / Enrichment programs will remain offered after school. These programs are essential to HMS improving upon its 5 year goals.</p>	<p>N/A</p> <p>N/A</p> <p>General Fund for teacher stipends and State Summer School Funding</p>
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<p>Family and Community Engagement</p>	<p>4. Science / Social Studies Academic Interventionist</p> <ul style="list-style-type: none"> a. HMS will hire the academic interventionist to work with teachers on developing instructional calendars, track student data, conduct learning log meetings, and model instruction. <p>5. Twenty Day ISTEP+ Prep Buy Out Person(S) Responsible - HMS Teachers, Interventionists, and Administrators</p> <ul style="list-style-type: none"> a. HMS Teachers will provide additional instruction and support to students in preparation for ISTEP+. <p>1. Grade Level Transitions Person(s) Responsible - Administration, teachers, and Counselors</p> <ul style="list-style-type: none"> a. 6th grade student and parent orientation: Incoming sixth grade students and parents will be invited to attend a sixth grade orientation during the month of July, prior to school starting. Teachers and administrators will welcome the students and parents. Students will participate in a scavenger hunt during which they will receive various school supplies. 		<p>SUMMER SCHOOL POWER HOUR</p> <p>4. The academic interventionist position will no longer be needed as the HMS staff will now have the necessary tools to maintain and develop instructional calendars, student data, learning log meetings and model instruction.</p> <p>5. Teachers will work with students for 20 days during their preparation period. Teachers will provide instruction and support for small groups of students in preparation for the ISTEP+ exam. Teachers will maintain sign-in sheets for each day they work with students.</p> <p>1. Administrators will keep accurate records of all events pertaining to fifth to sixth grade transition. Administrators will keep accurate logs of parent contact and notifications to ensure the success of all students.</p>	<p>N/A</p> <p>N/A</p> <p>General Fund - \$6,000</p>
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	<p>b. HMS Elementary School Visits: The sixth grade administrator and sixth grade counselor will visit ACS elementary school, fifth grade students. HMS staff will show a video depicting “a day in the life of a sixth grader.” The counselor will share scheduling information and how to prepare for sixth grade. Students will be given a Highland Sixth Grade Center rubber bracelet welcoming them to the middle school.</p> <p>c. During May, students from ACS elementary buildings will visit Highland, take of a tour of the building, and be informed of current data, goals, expectations. Each student will be given a Highland Middle School backsack.</p> <p>d. 7th and 8th grade HMS Summer Open House: In July, incoming seventh and eighth grade students will visit HMS, find their lockers, obtain their schedules, and find their classrooms. Administrators and counselors will welcome them and assist if students or parents have questions.</p> <p>2. Parent Advisory Council (PAC) Meetings Person(s) Responsible - Administration, PAC Committee</p> <p>a. Bi-monthly meetings with PAC committee will be held to discuss HMS current overall student</p>		<p>2. The PAC (Parent Advisory Council) of HMS advises middle school parents. and actively reaches out to engage parents in the school’s decision-making</p>	<p>N/A</p>
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	<p>attendance rates, behavior, and academic concerns or needs. Also, the PAC committee will plan and organize events to support parental needs.</p> <p>b. HMS administrators and/or PAC will inform stakeholders (parents, community at large) of upcoming events via, Facebook, Twitter, ACS and HMS websites, radio, and/or t.v.</p> <p>3. HMS Community Night</p> <p>a. Highland will hold a Family Literacy Night during which parents, students, and teachers share and implement fun and creative activities to use at school and at home which will support students in the area of reading comprehension.</p> <p>b. Highland will hold a Family Math/Science Night during which parents, students, and teachers share and implement fun and creative activities to use at school and at home which will support students in the areas of math and science..</p> <p>c. Highland will hold a Family Technology Night during which parents, students, and teachers, share and implement fun and creative activities to use at school and at home which will support students in the area of technology. Also during this time parents, will</p>		<p>process and builds a partnership for student achievement among families, The PAC facilitates the interactions among parents and school leaders. The PAC supports parents participating in school-site governance and advocating education policies that determine the future of our students. Attendance and meeting notes will be kept for each meeting.</p> <p>3. Community Nights will continue as ACS will appropriate funds for HMS Community Nights.</p>	<p>Title I Funds</p>
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Part 6: Outcome Artifact

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

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

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

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

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

LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>See Appendix A – Statement of Work</p> <p>Additional budget line items are outlined in Part 9. All requested line items have been reviewed by the ACSC business office to ensure they are reasonable and necessary. We have worked collaboratively with the school level teams to ensure their sustainability plans are manageable.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> ● <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>See Appendix B – Resumes</p> <p>See Appendix C – Hiring Procedures</p> <p>See Appendix G – Letters of Support</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> ● <i>School Board Assurances</i> 	<p>See Appendix D – Board Policies to Support School Flexibility</p> <p>See Appendix E – Assurances</p> <p>See Appendix F – Board Minutes</p>

<ul style="list-style-type: none"> ● <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>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>See Appendix E – Assurances</p> <p>See Appendix F – Board Minutes</p>
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> ● <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>See Appendix H - Teacher Union Documents</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> ● <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> 	<p>See Appendix C – Hiring Procedures</p>

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

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

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

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

Part 8: Selection of External Providers

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

The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:

Capacity Task	District Evidence
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	See Appendix B – Resumes & Vitae ACSC reviewed several various external providers, but determined that the providers selected would best assist our schools in reaching the academic and professional goals set forth in the grant application.
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	See Appendix A – Statements of Work
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	See Appendix A – Statements of Work
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.	See Appendix A – Statements of Work
(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of	See Appendix A – Statements of Work

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

Part 9: Budget

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

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

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