



School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: Indianapolis Metropolitan High School		Corporation Number: 9670
Contact for the School Improvement Grant: Scott Bess		
Position and Office: Superintendent	Contact's Mailing Address: 1635 W. Michigan Street Indianapolis, IN 46222	
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Superintendent (Printed name) Scott Bess	Telephone: 524-4501	
Signature of Superintendent 	Date: 4/24/10	

- ➔ Complete and submit this form one time only.
- ➔ Complete a second form, "Tier I and II Application" or "Tier III Application" for *each* school applying for a school improvement grant.

1. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE (see “General Instructions for Applying for a School Improvement Grant), complete the information below. Include all Tier I and II schools listed in the “General Information” document whether or not the LEA plans to serve them. Typing in the school name and indicate the grade span (e.g., K-5, 6-8, 6-12, etc.).
- 2) Complete the activities and information in the Tier I and Tier II application or the Tie III application. This will lead to an appropriate determination for the best “fit” of an improvement model for each specific school.
- 3) For each school below, place an “X” indicating the tier and the school improvement (intervention) model selected. (Add rows to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
				Turn-around	Transform-ation	Restart	Closure	No model will be implemented
1. Indianapolis Metropolitan High School	9-12		X		X			
2.								
3.								
4.								
5.								

2. Explanation if LEA is Not Applying to Serve Each Tier I School

- We will serve all of our Tier I schools.
- We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

Not Applicable

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date it occurred. (Individual names are not needed*).

School Name: Indianapolis Metropolitan High School School Number: 5664

Stakeholder Group	Mode of Communication	Date
Parent group	Telephone survey	4/19/10 – 4/22/10
Curriculum team members	Meeting	4/20/10
Evaluation team members	Meeting	4/19/10
Internship Coordinators	Meeting	4/14/10
School Board Members	Meeting	4/12/10

School Name: Indianapolis Metropolitan High School School Number: 5664

Stakeholder Group	Mode of Communication	Date
Director of Family Services	Meeting	4/9/10
Parent groups	Meeting	4/9/10
Leadership Team Members	Meeting	4/6/10
Communication in newsletters and website	Electronic	Month of April

D. Collaboration with Teachers' Unions

*Not Applicable – Charter school

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the model's components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit a letter(s) from the teacher's union with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Indianapolis Metropolitan High School assures that it will

- X 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- X 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- X 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- X 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

➤ *Complete Tier I and Tier II application or Tier III application if not already done so.*

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation: Indianapolis Metropolitan High School Number: 9670

School Name: Indianapolis Metropolitan High School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-Poverty, High-Performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts 2008 Results

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	78%	36	High	High – below grade level; severe family disconnects, economic barriers
Free/Reduced Lunch	71%	32	High	High – economically disadvantaged, low cultural expectations,
Special Education	92%	12	High	High – large percentage of the student body population, twice disadvantaged (ethnicity and income)

Mathematics 2008 Results

Black	87%	40	High	High – below grade level; low cultural expectations
Free/Reduced Lunch	89%	39	High	High – severe achievement gaps due to transient population, low cultural expectations
Special Education	92%	14	High	High – limited exposure to subject matter and lack of differentiated instruction and assessment

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school."</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<ol style="list-style-type: none"> 1. 78% of our black sophomore students (36 out of 46) did not pass the 2008 English/Language Arts portion of the Graduate Qualifying Exam 2. 71% of our free/reduced lunch sophomore students (32 out of 45) did not pass the 2008 English/Language Arts portion of the Graduation Qualifying Exam 3. 92% of our special education sophomore students (12 out of 13) did not pass the 2008 English/Language Arts portion of the Graduation Qualifying Exam 4. 87% of our black sophomore students (40 out of 46) did not pass the 2008 Mathematics portion of the Graduation Qualifying Exam 5. 89% of our free/reduced lunch sophomore students (39 out of 45) did not pass the 2008 Mathematics portion of the Graduation Qualifying Exam 6. 92% of our special education sophomore students (12 out of 13) did not pass the 2008 Mathematics portion of the Graduation Qualifying Exam <p>*These figures are consistent with past years results of the Graduation Qualifying Exam</p> <ol style="list-style-type: none"> 7. According to 2007 and 2008 NWEA data, over half of the freshmen students who entered the Indianapolis Met high school are below the national average in each category of Language Arts. 	<ol style="list-style-type: none"> 1. The standards in the English/Language Arts and the Mathematics curriculum are not consistent with the standards that are being assessed 2. The focus of the English/Language Arts and Mathematics curriculum is on the completion of work versus mastery of standards 3. There are inconsistencies in instructional practices and progress monitoring vertically and horizontally (across grades and within grades) 4. Professional development practices are not prioritized by instructional needs or achievement gaps 5. Student assessments are inconsistent and do not include multiple measures 6. Given the findings from the NWEA data, even with 90% of students at grade level by their projected graduation date, there will not be enough time for students to gain the skills and information they need to complete the higher level Language Arts and Mathematics credits required for the Core 40 Diploma

8. According to 2007 NWEA data, nearly 80% of the freshmen students who entered the Indianapolis Met high school are below the national average in each category of Mathematics.
9. According to 2008 NWEA data, nearly 60% of the freshmen students who entered the Indianapolis Met high school are below the national average in each category of Mathematics.

See Attachment 1A – NWEA data

7. According to the NWEA data, students who enroll at the Met and perform at the 4th grade level and increase two grade levels per year will only be at the 10th grade level by their projected graduation year

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	14,580	14,580
2. Dropout rate*	4.5% (16 students out of 351)	9.7% (34 students out of 348)
3. Student attendance rate*	92%	89.9%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	Fall 07 – 2% Spring 08 – 3%	Fall 08 - 3% Spring 09 – 3%
5. Discipline incidents*	0 Expulsions	24 Expulsions
Suspensions/Expulsions	184 Suspensions	216 Suspensions
6. Truants*	1%	4%
7. Distribution of teachers by performance level on LEA’s teacher evaluation system	80% of teachers assessed at high level of performance	72% of teachers assessed at high level of performance
8. Teacher attendance rate	95%	97%

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot." <i>Appropriate example:</i> "Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Teachers don't feel like coming to school" <i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms."</p>
<ul style="list-style-type: none"> • The required attendance time for Indianapolis Met students was based on the state minimum • The student attendance rates were below the state averages for the 2007-2008 and 2008-2009 school years • The number of students involved in advanced coursework was below expectation • The number of incidents resulting in suspensions and expulsions increased dramatically from 2007-2008 to 2008-2009 • A disconnect exists between teacher evaluations and student achievement 	<ul style="list-style-type: none"> • The school year calendar did not allow for additional time to meet instructional deficits • Daily attendance lacked appropriate emphasis and monitoring • Students were inadequately prepared to take advanced coursework • Behavior management supports were inadequately represented in relationship to the need • Performance evaluations not based on attendance goals or student achievement data

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.	X				1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.	X				3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school	X				4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.				X	5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.			X		3. Uses multiple sources beyond textbooks.
4. Does not include technology.			X		4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning		X			6. Instruction is evaluated through rigorous, transparent, and equitable

growth or increased graduation rates are not made.					processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to v for must more student learning .		X			7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.			X		1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.			X		2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.			X		3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.			X		4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.				X	5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.		X			6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers.	X				1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.	X				2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.		X			3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions.		X			1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.		X			2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.	X				3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X			4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
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Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports.			X		1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.				X	2. Creates a safe learning environment within the school and within the community.
3.				X	3. Includes use of advisory periods to build student-adult relationships.
Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.			X		2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.		X			3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.			X		4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.			X		5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students; we don’t really get into the students’ different cultures. “</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i> “ We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<ul style="list-style-type: none"> • The school leadership does not allocate sufficient time to review instructional strategies • The school leadership does not implement professional development activities based on acknowledged educational deficits • The instructional strategies do not fully utilize the opportunity provided by technology • The instructional strategies are dominantly teacher directed • The curriculum is not aligned within or across grade levels and is not adequately rigorous • The curriculum is not based on relevance to the student • Teachers do not regularly use available data to inform decisions regarding instructional programming and assessment • Limited supports exists for families with social and economical needs 	<ul style="list-style-type: none"> • The school leadership is not knowledgeable about differentiated instructional strategies and their implementation • Professional development activities are not planned around indicators of need • There are opportunities for better use of technology • There is too little time allocated for teacher collaboration efforts and planning • There is not designated or mandated curriculum development time • There is a lack of knowledge and experience in utilizing data to improve instructional practices • The school has a large number of socially and economically challenged families

B. Selection of School Improvement Model

➤ *Instructions:* Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
<i>Required Elements</i>	<i>Required Elements</i>
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.</p>	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<p>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.</p>	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<p>Promote the use of student data to inform and differentiate instruction.</p>	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. 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. 2. Promote the continuous use of student data to inform and differentiate instruction.
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

- **Instructions:** Reflect on the data, findings, root cause analysis, and 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, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected: **Transformation**

- (1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.*

Analysis of Student and School Data:

In addition to the Indianapolis Met students scoring severely below grade level on standardized tests, the percentage of students passing both portions of the Graduation Qualifying Exam in the fall of their sophomore year was in the bottom 20% of all high schools in the state. Well over three-fourths of the student groups not meeting AYP did not pass any portion of the English or Mathematics portion of the Graduation Qualifying Exam.

Student Leading Indicators Data:

Despite the fact that the majority of the students who enroll at the Indianapolis Met are substantially below grade level, there is no allowance for increased instructional time for remedial intervention. Currently, the 180 day mandated schedule used is not based on the needs and learning styles of the majority of our students. The transformation model will allow for the implementation of an extended school year calendar. The extended calendar is not simply extending the time students are in school, but increasing the time students engage in productive and necessary instructional activities. Additionally, the increased learning time for students may help to reduce the negative effects of summer learning loss and contribute to increased success rate on standardized testing. Further, the restructuring of the calendar allows for an increase in collaboration time for educators and targeted professional development planning. Teaching staff will receive an across the board increase to compensate for the additional days.

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

The results of the self-assessment worksheets indicate the school leadership is not knowledgeable about differentiated instructional strategies and their implementation to improve student achievement. Currently, professional development activities are not planned around indicators of student achievement need or increasing professional competencies to meet that need. Little or no use is made of available relevant data and opportunities exist for all stakeholders to utilize data for informed decision making. Another area of concern is the existing evaluation process. It does not reward and support staff who are improving student outcomes.

The transformation model allows for the replacement of the school leader. This new leadership will establish a climate of social, emotional, and academic supports for students and staff. A system of interventions that connect the community to the school will be designed to respond to issues related to students at risk for school failure due to academic, social, and/or behavioral issues.

C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Budget attached
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Budget attached
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		Budget attached
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Budget attached
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		The Indianapolis Metropolitan high school has a low student teacher ratio. The student-teacher ratio is 17:1. There are a number of support staff members including; college transition coordinators, a licensed social worker, a principal for each grade level, a special education director, behavior coaches, internship coordinators, and a director of student activities.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		Budget attached
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Capacity	Yes	No	District Evidence
<p>7. Principals and staff have the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> • Staff resumes • Staff experience and leadership competencies
<p>8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> • Community meeting held with parents in April • Focus group conversations with parents, teachers, and students • Bi-weekly leadership meetings • Weekly grade level meetings • Follow-up phone calls to parents and community partners • Communication through school newsletters, e-mail, and website
<p>9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> • School board meeting on April 12, 2010 – full support of all board members • Board minutes
<p>10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<ul style="list-style-type: none"> • Campus wide e-mails • April school board meeting • Weekly leadership team meetings • Organizational changes to support transformation model tasks
<p>11. The teacher’s union has expressed commitment 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> <p><i>Turnaround, Transformation Models</i></p>			Not Applicable – Charter school

Capacity	Yes	No	District Evidence
<p>12. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>The superintendent has identified an internal candidate that has the skills, experience, and leadership capacity to fully implement the transformation model.</p>
<p>13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</p> <p><i>All models</i></p>	X		<p>The timeline considers operational needs of the school community and overall resource capacity.</p> <p>The extended year calendar will allocate more days to allow for successful implementation during the 2010-2011 school year.</p>
<p>14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p>	X		<p>High number of staff members enrolled in graduate level education classes</p> <p>Teach for America and Indianapolis Teaching Fellows staff members are starting to consider student achievement data to guide their instructional strategies.</p>
<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities</p> <p><i>All models</i></p>	X		<p>Title I, Part A – regular and stimulus funds</p>
<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>Extended year calendar adds 20 student days and 28 staff days for an increased commitment to instructional time.</p>

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district’s plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>1. <i>Design and implement school intervention model consistent with federal application requirements.</i></p>	<p>No response needed here as this information is required later in the description of the model selected.</p>
<p>2. <i>The LEA has or will recruit, screen, selects and support appropriate external providers.</i></p>	<p>The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis will be the primary provider in delivering the professional development needs of the Indianapolis Met high school. CELL was created in 2001 with funding from the Lilly Endowment Inc., and has served as a leader in Indiana in dramatically improving educational outcomes for all students. CELL provides program-specific training opportunities that are based on research and are designed to stimulate and support innovative educational change.</p> <p>CELL has developed multiple partnerships within the community and has leveraged these collaborations to provide intensive and ongoing professional development program options. These alliances will be vital as the Indianapolis Met high school assesses and addresses the expertise needed to build internal capacity and implement the transformation model. The Center of Excellence in Leadership of Learning (CELL) offers multiple professional development activities including targeted workshops, case discussions, study groups, peer observing, coaching and online research and dialogue.</p>

	<p>Specifically, The Center of Excellence in Leadership of Learning (CELL) will be used a resource center for specific providers that offer a range of professional development services.</p> <p>The Buck Institute for Education is a provider that offers job-embedded professional development related to project based learning. The Indianapolis Metropolitan high school identified the Buck Institute as a quality provider by using The Center of Excellence in Leadership of Learning’s website related to resources for project based learning. CELL has a reputation for identifying and promoting quality research based training and educational materials. The Buck Institute for Education will be used to provide professional research based reading materials and intensive and interactive workshops intended to introduce teachers and instructional leaders in best practices in using projects to differentiate instruction, work in teams, and create rigorous project assessment tools. Their workshops are onsite and delivered by national faculty members who are experts in the field.</p> <p>Also, multiple grade level leaders will attend the Project-Based Learning Institute hosted by CELL on June 28th through July 1st at Ben Davis High School.</p> <p>The Center for Evaluation & Education Policy (CEEP) and the Regional Educational Laboratory (REL) Midwest at Learning Point Associates will also be used as providers for professional development. CEEP is located at Indiana University in Bloomington and is a leader in emerging research related to the transformation of struggling schools. The Regional Educational Laboratory (REL) Midwest at Learning Point Associates is funded by the U.S. Department of Education’s Institute of Education Sciences and provides seminars to improve educators’ access to and use of evidence-based research.</p> <p>CEEP will be used to launch the initial professional development related to leadership skills needed to transform struggling schools. Several instructional leaders will attend the CEEP conference, <i>Connecting Research to Practice: Effective Leadership to Transform Struggling Schools</i> held in Bloomington, IN on</p>
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	<p>June 25, 2010. CEEP will provide follow up training to Indianapolis Metropolitan high school with site visits to conduct instructional audits and coaching sessions on the development of a data collection tool related to students' performance.</p> <p>The Indianapolis Metropolitan high school will combine the services of CELL and CEEP to conduct the High School Survey of Student Engagement tool. This tool is used to assess the extent to which high school students engage in educational practices associated with high levels of learning and development. The High School Survey of Student Engagement will provide data to pinpoint the specific educational processes that impact standardized test outcomes. Additionally, CEEP will provide training on the use of the data gleaned from the survey each year. This training will occur on-site during the professional development days.</p> <p>The transformation model will allow for the implementation of an extended school year calendar. The restructuring of the calendar allows for dedicated time for job-embedded professional development. The professional development plan for staff members will begin immediately during the summer of 2010 and continue throughout the 2010-2011 school year.</p> <p>In addition to external providers, the Indianapolis Met will use targeted program providers as it relates to intervention resources. The Scholastic READ 180 is an intensive reading intervention program that will be utilized to address English/Language Arts instructional needs and achievement gaps. Several staff members will participate in the READ 180 Seminar Series that commences during the summer of 2010 and is ongoing throughout the academic year.</p> <p>The Indianapolis Metropolitan high school will begin a pilot project of The System for Teacher and Student Advancement (TAP) in the fall of 2010. The pilot will start as professional development activities. Several staff members will travel to the national TAP conference and visit multiple TAP locations that serve urban students to learn how to conduct instructionally focused observations and create multiple career paths for mentor and master teachers.</p>
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	<p>Overall, the professional development plan will use the services of the providers referenced above to continuously improve processes. An individualized professional development plan will be created with each staff member in August of 2010. The professional development plan will provide individual and collaborative opportunities for staff members to work toward achieving the goals of the transformation model.</p> <p>The following providers will offer extensive services to address the social and emotional barriers of Indianapolis Met students. They have been selected and screened by the Director of Student and Family Services. They all have an established record of providing quality services to high school students and they are monitored and evaluated annually for continued involvement.</p> <ul style="list-style-type: none">• Cummins Behavioral Health Systems – contractual agreement which provides mental health services• Purdue Extension – volunteer agency which provides nutrition counseling• Learning Well – contractual agreement which provides on-site health clinic services• Gleaners Food Bank – grant program which provides resources for school based food pantry
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment B).</p>	
<ul style="list-style-type: none"> ○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided. 	<ul style="list-style-type: none"> • Cummins Behavioral Health Systems – provides social and emotional services and supports • Purdue Extension – provides social and emotional services and supports • Learning Well – provides social and emotional services and supports • Gleaners Food Bank – provides community oriented services to students and their families
<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified and describe how they would align to the model. 	<ul style="list-style-type: none"> • Goodwill Industries of Central Indiana – founder, funder, and champion of Indianapolis Metropolitan high school • Jobs for America’s Graduates (JAG) - a school-to-work transition program focused on helping at-risk youth graduate from high school; and either find employment or continue their education • Ruth Lilly Science Wing – endowment support to provide increased STEM instructional opportunities for students and staff • Ruth Lilly Health Education Center partnership - “Project: Engage”, provides instructional programming to students and staff • Delta Tau Delta Tutoring Program – local college fraternity from Butler University which provides after school tutoring to high school students • 21st Century Grant – provides tutoring, remediation and enrichment activities for students both before and after school • 100 Black Women – partner agency which serves as mentors to female students provides intensive life skills training • 100 Black Men – partner agency which serves as mentors to male students provides intensive life skills training • IUPUI tutors and interns- work-study program that addresses educational deficits and behavior issues of special education students • Family/Community Discussion Teams – provides a mechanism for family and community engagement

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<ul style="list-style-type: none"> • The Indianapolis Metropolitan Evaluation Committee has been selected and is meeting bi-weekly through the end of the 2010 school year to design a staff evaluation system • The annual staff evaluation will include a framework that evaluates staff using the following levels of performance: <ul style="list-style-type: none"> ○ Level 4 – highly effective ○ Level 3 – effective ○ Level 2 – improvement necessary ○ Level 1 - ineffective
<p>b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<ul style="list-style-type: none"> • The evaluation team is focused on diversifying the way all of the high school staff members are paid and link their compensation to specific measures of performance • The team will continue to meet in the summer and the 2010-2011 school year to develop an annual evaluation (49% of the evaluation) that considers relationships with students, professionalism, teaching for problem solving, and school contributions. The team will also develop the rest of the evaluation system (51%) based on student performance that considers grade level goals such as attendance, retention, student growth, internship placements, standardized testing progress, graduation rates, postsecondary acceptance and postsecondary retention rates • Performance bonus pay will be considered for staff members who rate as highly effective on the student performance goals in the evaluation • The overall goal of the evaluation team is to create and implement a rigorous, transparent, and equitable evaluation system for all staff members • Tuition reimbursement is available for staff members to take classes in order to improve skills as identified in the evaluation process

<p>c) Clear dismissal pathway for ineffective teachers and principals.</p>	<ul style="list-style-type: none"> • The Indianapolis Metropolitan high school is a charter school that operates with a great deal of autonomy. Teachers and principals are evaluated with summative and formative assessments. Staff members are considered for dismissal if they continuously fail to contribute to student achievement as judged by the school. The school is not bound by tenure and contracts. • Dismissal decisions will be made using the evaluation system described above. Teachers and principals judged not effective in either evaluation category will be given opportunities to improve their performance, but two years of not effective ratings will result in dismissal
<p>d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</p>	<p>The leadership team develops and sustains partnerships with universities that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas.. Some of the programs include:</p> <ul style="list-style-type: none"> • The New Teacher Project – a nationally recognized program to provide professional educators through the Indianapolis Teaching Fellows (ITF) program at Marian University • Teach for America - nation’s largest providers of teachers for low-income communities, recognized for building a pipeline of leaders committed to educational equity and excellence • Woodrow Wilson Indiana Teaching Fellowship – provides committed individuals with backgrounds in the STEM fields into teaching in high-need Indiana secondary schools. <p>Multiple staff evaluation tools are being developed to link pay to student performance and to encourage talented and highly motivated teaching professionals to work at the Indianapolis Met high school.</p> <p>The 33 full-time certified teachers will receive a 10% across the board increase to retain staff and account for the increase in working days included in the extended year calendar.</p> <p>The partnership with Goodwill Industries of Central Indiana has been an invaluable</p>

	resource in assisting staff who need to be transferred or replaced.
e) <i>Appropriate</i> amount of instructional time added (if required by the model).	<p>Additional schedules and strategies will be implemented to allow for increased learning time for staff and students.</p> <p>Extended school year calendar</p> <ul style="list-style-type: none"> • Increase student attendance days from 180 to 200 days which are broken up into eight 5-week blocks • Students get time off in-between breaks - two weeks at Christmas, two weeks in June/July, a week and a half over spring break, four one-week breaks, and one three-day break • Allows extra time for students to receive instructional help, credit recovery, take college classes/advanced coursework, and participate in enrichment activities from the curriculum that are aligned to their individual needs and interests • Increase staff working days from 195 days to 228 working days which allows for 28 staff planning days - 22 of the days are during the school year • Allows staff increased opportunities for job-embedded professional development, collaboration, and data analysis <p>Additional staff/resources to address the educational deficits of urban youth</p> <ul style="list-style-type: none"> • STEM teacher – additional resource to increase instructional time in science and technology related skills and address the below average projected passing rates in Algebra I and Biology ECAs due to lack of exposure our students have in the life sciences • Reading Specialist – additional resource to increase instructional time in reading and language arts and establish an early alert system to identify students who may be at risk of failing to achieve in areas of literacy • READ 180 program – comprehensive reading remediation program • Music and Foreign Language teachers – Add one music and one foreign

	<p>language instructor</p> <ul style="list-style-type: none"> ○ Currently content area teachers are responsible for organizing and delivering music and foreign language experiences, which detracts from their primary focus and results in less than optimal learning experiences for our students ○ The addition of these specialty content areas adds diversity to our instructional offerings and makes learning more relevant to a higher number of students ○ Granting Academic Honors diplomas requires three years of foreign language instruction, and currently we have no mechanism to make that available to large number of students <p>Digital learning</p> <ul style="list-style-type: none"> ● All students will receive netbooks that they can use at school to differentiate their instruction and increase instruction time to access on-line material whenever they have access to the Internet ● The netbooks contain educational materials that align to Indiana Academic Standards and allow students access to increased instructional time ● The netbooks use two online learning systems for students to complete skills that are needed for reading/language arts and mathematics mastery; the A+nywhere Learning System and the online resources created by Pearson Education ● Netbooks allow the flexibility to implement an instructional model that is based on the student's needs ● Students may progress through on-line material at their own pace and will cover only the material that is relevant to their own personal learning plan
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Indicators of LEA Commitment	Description of how this action was or will be completed
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5. Sustain the model after the funding period ends.

a) *Continuous* measurement of effectiveness of model's implementation provided.

There will be two methods of measuring the effectiveness of the transformation model implementation going forward. First in the school's own internal commitment to continuous improvement. Leadership and staff have developed a culture of critical self-evaluation and growth. Incremental improvements have been made in every year. The implementation of this model offers a chance for breakthrough improvement, and its success will be evaluated and examined using the same internal processes as before.

Secondly, as a Mayor-sponsored charter school, we are required to annually conduct an external, independent evaluation. Using the framework developed by the Mayor's Charter School staff, our effectiveness is measured against student performance, student and parent satisfaction, and alignment of instructional strategies against Indiana's state standards. Upon our charter renewal, when the external review becomes optional on a yearly basis, we will continue to employ outside consultation and review.

b) Based on measurement, *routinely* adapts implementation to increase fidelity.

As we measure the outcomes of the plan described in this application, we will use the internal processes in place to make adaptations. The Met has a history of making changes to adapt to student needs and has always been an aggressive adopter of practices designed to improve instruction. For example, our curriculum team was one of the first schools in the state to have a detailed discussion with the Department of Education about the new Common Core Standards. The team has taken the information gleaned from that discussion and implemented those ideas and concepts into their plan.

In the past year, we began a program to provide digital resources to our students. As we got student feedback and assessed the results, our staff embarked on a process to improve what we are doing. The results of that process are incorporated into this application.

When operating a school with a challenging student population, there is no option other than to routinely make adaptations and learn. We have developed a strong

	<p>culture of continuous improvement, and with this grant comes an even stronger commitment to carry that forward.</p>
<p>c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</p>	<p>The Indianapolis Met has been a Title I school for a number of years, and this past school year became a School Wide Title I program. Historically, Title I funding has been used to hire classroom aides and instructional assistants. As we move through the transition period of this grant cycle, we will begin to shift Title I monies towards the budget items described in this application. Title I monies will be used for specific activities to improve teaching and learning.</p> <p>Title I funds will be used to purchase and implement Scholastic’s READ 180 program including extensive professional development related specifically to the program. The investment in this reading intervention program contributes to sustainability as it has the ability to develop building level experts.</p> <p>Instead of hiring classroom aides, work-study tutors from IUPUI will be employed to target specific achievement gaps as identified by NWEA data results. Multiple work-study tutors can be hired to work with several students for a cost that is similar to a single classroom aide.</p> <p>Capacity building through the multiple professional development activities offered by the Center of Excellence in Leadership of Learning (CELL) will be used to develop the collective ability – the dispositions, knowledge, skills, motivation, and resources to act together to bring about and sustain the goals of the transformation model. In particular, the Buck Institute for Education will be a primary provider recommended by CELL to build capacity through project based learning practices.</p> <p>Specifically, our current Title I funding stream of roughly \$300,000 will support the additional staff payments for the extended school year and performance incentive funds along with the reading specialist. On-going funding for student computing devices will come from textbook reimbursement claims. Our free and reduced percentage has historically been at or above 80%, and the Department of Education’s recent ruling that educational digital curriculum and the devices used to access the curriculum qualify as textbooks makes the ongoing replacement cycle viable.</p>

	<p>Finally, our student count is currently at or around 340 students. We can grow our student body up to 525 students. While we do not anticipate having that many students in three years, we are definitely on track to have roughly 400 students in the 10-11 school year. Our administrative overhead is fixed, meaning we will not be adding additional administrators as the student count increases. The additional state income will be used to hire teachers and to fund the STEM coordinator.</p> <p>Title II funds will be used to continue to increase the academic achievement of students through the professional development activities related to the school improvement grant.</p> <p>In the past, some of the Title II funds have been allocated to assist with salaries related to STEM needs. In the current version of our SIG application, a budget item has been included for a STEM staff member. STEM monies that assisted with salaries can now be considered and diverted to direct professional development activities that promote the goals of the school improvement grant.</p> <p>Project based learning professional development is just one example of the multiple trainings that will occur at the school and be available to staff at numerous times throughout the year.</p> <p>Project based methodology will contribute to improved teacher quality and will provide cross curricular opportunities for the STEM teacher and the music and Spanish teacher to work with content areas across the curriculum. These cross functional teams will work together to educate the students to create projects that reinforce skills needed to compete globally for high-quality rapidly changing occupational roles.</p>
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E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
- 3) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

- We will implement this model. We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>			
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>			
6. <i>Use data to implement an aligned instructional program.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>			
8. <i>Provide increased learning time for students and staff.</i>			
9. <i>Provide social-emotional and community-oriented services/supports.</i>			

➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

Transformation Model

(Guidance Document, Section E, pages 22-27)

We will implement this model. We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	<ul style="list-style-type: none"> Recruit principal (school leader) Collaborate with school board and leadership team about candidate's experience, skills and leadership competencies Replace principal (school leader) Train and coach new school leader on transformation model timeline Determine what changes in operational practice must accompany the transformation, and how these changes are brought about and sustained Allow changes in decision-making policies and mechanisms to allow for greater school-level flexibility in budgeting, staffing, and scheduling Determine strategic staff replacements 	Scott Bess/ Superintendent	May – July 2010
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>	<ul style="list-style-type: none"> Meet with evaluation committee members to establish and identify measureable graduated goals tied to each position with clear and reasonable rewards for each level of attainment Establish clear and reasonable consequences for each level of failure to reach attainment Personally communicate evaluation system with leadership team and sign off with each member 	New School Leader	July – August 2010 Ongoing

	<ul style="list-style-type: none"> of the team • Use student data to inform evaluation system • Provide professional development to improve the use of multiple measures and accountability systems 		
<p>3. <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"> • Conduct annual evaluations using concepts included in The System for Teacher and Student Advancement (TAP) initiative. Staff members from Indianapolis Met high school attended a TAP workshop in May of 2010 and committed to participating in a Department of Education partnership grant related to TAP elements for evaluation. • The TAP accountability system uses rubrics that measure quality of instruction, skills and knowledge, and the learning environment • TAP allows for multiple career paths for teachers to advance without having to leave the classroom. Teachers in TAP have the opportunity to earn bonuses each year based on their performance in the classroom, their student's achievement gains and the entire school's achievement growth as outlined in the transformation model goals. • Provide tuition reimbursement per the Educational Support Program (ESP). The ESP is designed to encourage ongoing learning and development by helping employees further their education to achieve personal and organizational goals. Employees are eligible for the ESP after three months of service and with their manager's approval. The ESP supports single course programs at accredited institutions as defined by 	New School Leader	<p>August 2010 – May 2011</p> <p>Ongoing</p>

	<p>The North Central Association of Colleges and Schools or recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Certification courses, undergraduate degree programs, and graduate degree programs are also available for tuition reimbursement.</p> <ul style="list-style-type: none"> • Recognize and provide bonus incentive awards to staff members who are implementing the transformation model and have increased student achievement as defined in the evaluation criteria • Celebrate staff with public recognition • Staff members who score in the “Ineffective Section” of the evaluation will be provided with a systematic intervention that includes an assigned mentor teacher. The mentor teacher will demonstrate model teaching strategies, observe classroom practices, provide peer assistance, and assist with professional development activities. • Additionally, staff members who score in the “Ineffective Section” will have the additional support of their peers. Their peers will conduct formal and informal observations and offer feedback for improvements needed to meet evaluation criteria • Determine strategic staff replacements for individuals who failed to meet evaluation criteria 		
Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	<ul style="list-style-type: none"> • See attached extended year calendar and professional development plan • Utilize the professional development services of 	New School Leader	August 2010- June 2011

	<p>The Center of Excellence in Leadership of Learning (CELL), The Center for Evaluation & Education Policy (CEEP), and the Regional Educational Laboratory (REL) Midwest at Learning Point Associates. These providers along with professional development activities sponsored by Scholastic READ 180 and The System for Teacher and Student Achievement (TAP) will be the primary sources for the delivery of job-embedded professional development activities</p> <ul style="list-style-type: none"> • Use extended calendar to create professional development culture – not an event, but part of the daily work life of educators • Increase professional knowledge and enhance student learning through targeted professional learning communities that reach across grade levels, disciplines, and departments • Communicate goals of professional development; time to critically examine practices (curriculum, instructional strategies, classroom management, school culture, and assessment methods) • Diversity training – provide regular opportunities for staff to participate in workshops dealing with minority and low income achievement • Positive behavior and intervention supports – build skills and capacity of school teams to enhance and improve learning environments through positive discipline systems • Focus on individual and organizational development 		
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	<ul style="list-style-type: none"> Evaluate professional development activities 		
<p><i>5. Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<ul style="list-style-type: none"> Develop The System for Teacher and Student Advancement (TAP) which is focused on revitalizing the teaching profession. TAP allows teachers to pursue a variety of positions throughout their careers. They can remain a career teacher, or advance to the role of a mentor or master teacher. TAP allows for upward mobility as well as competitive compensation The Indianapolis Metropolitan high school is committed to implementing the TAP system. However, if the Teacher Incentive Fund (TIF) grant does not transpire at the state level, the school will still continue to implement the key components of TAP. The components include the four interrelated elements of multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation. A pilot TAP project that focuses on professional development activities will begin in the fall of 2010. Clearly state and publish recruitment goals in terms of teacher quality and quantity Develop and sustain partnerships with universities Create a school atmosphere that features trust, professionalism and shared leadership Provide adequate planning and collaboration time Equip teachers with competencies to apply evidenced based practices in differentiating instruction and classroom management 	<p>New School Leader</p>	<p>June 2010- May 2011</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> • Maintain adequately resourced building, with particular attention to sufficiently small class sizes and ample support staff • Provide staff members with opportunities for differentiated career tracks and opportunities for growth • Implement evaluation system • Ensure evaluation system is reliable, valid, and fair and that it has the capacity to differentiate among performance • Discuss and amend on a continual basis 		
6. <i>Provide increased learning time for students and staff.</i>	<ul style="list-style-type: none"> • Clearly identify the use of every “time block” on extended calendar for student and staff learning • Structure time to regularly examine student work to inform practices • Structure time to regularly examine instructional strategies to inform practices • Stress and use calendar as the map (tasks tied to time) to goal implementation, feedback, and achievement • Complete transition and implementation of extended year calendar 		<p>June 2010- May 2011</p> <p>Ongoing</p>
7. <i>Use data to implement an aligned instructional program.</i>	<ul style="list-style-type: none"> • Data from Northwest Evaluation Association (NWEA) will be used to align instructional programs • NWEA computerized tests called <i>Measures of Academic Progress (MAP)</i> will be used to measure student achievement levels in Reading, Language Usage, and Mathematics 	New School Leader	<p>June 2010- May 2011</p> <p>Ongoing</p>

	<ul style="list-style-type: none">• In-person and online workshops offered by Northwest Evaluation Association will be available to staff to advance their understanding and increase their proficiency with assessment information• Identify the support, materials, and training needed to successfully implement data-driven decision making related to the curriculum and instructional practices• Collect qualitative and quantitative data• Identify data set to be used for measurement/feedback loop for goal assessment toward goal attainment• Train each team member on use and responsibility for tracking data, accurate maintenance, and reporting• Provide continued professional development to grow staff's capacity in using data to inform practice		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<ul style="list-style-type: none"> • Require data set training with staff • Familiarize students with relevant data set measurement and set improvement goals and rewards • Involve students monitoring their own growth and apply clear performance standards to their work • Integrate students' knowledge, skills, conceptual understandings, performance capacities, and interests into the use of data • Establish early warning systems to identify students who may be at risk of failing to achieve to high standards or graduation • Use data to increase rigor by offering opportunities for students to enroll in advanced coursework 	New School Leader	June 2010-May 2011 Ongoing
9. <i>Provide mechanisms for family and community engagement.</i>	<ul style="list-style-type: none"> • Family/parent nights are planned monthly for families to receive social services, academic progress updates, and time to connect with community partners • Social services for family nights include- financial literacy opportunities, access to the Puma food pantry, and individual consultation or assistance regarding major living expenses such as utility and housing expenses • The Puma pantry serves as a mechanism to engage families to their student's academic progress. Families who choose to utilize the pantry are required to conference with their child's teacher. This process ensures the 	New School Leader	June 2010-May 2011 Ongoing

	<p>nutritional needs are being met as well as the necessary interactions required for continued academic progress</p> <ul style="list-style-type: none"> • Community partnerships exist to provide multiple services to families ranging from financial institutions that provide checking advice to photographers that offer affordable family portraits • Create family/community discussion teams to inform groups of educational happenings and connect them to the culture of the school • Post significant goals everywhere • Include family and community members in professional development activities • Host monthly parent night 		
<p><i>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i></p>	<ul style="list-style-type: none"> • Implement extended year calendar • Utilize shared decision making • Maintain student centered philosophy (curriculum, assessment, and classroom management) • Identify, communicate, measure, and publish operation needs and systems progress • Have a mechanism for amendment of operational plans 	<p>New School Leader</p>	<p>June 2010- May 2011</p> <p>Ongoing</p>
<p><i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>	<ul style="list-style-type: none"> • The Center of Excellence in Leadership of Learning (CELL) will serve as a primary provider for intensive technical support for all staff members. CELL has the experience in working with a network of schools and will be able to provide expertise in multiple areas 	<p>New School Leader</p>	<p>June 2010- May 2011</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> • Northwest Evaluation Association (NWEA) MAP programs will be a resource to staff to assist in interpreting student data • Goodwill Industries of Central Indiana shares informational technology support staff with Indianapolis Met high school • The Informational Technology staff will provide monthly workshops related to technical assistance and support as well as maintain their help desk support line which is available 7 days a week – 24 hours a day • Logic Key, Inc. – Harmony School Management Software will continue to be used as a comprehensive student database • Logic Key, Inc. will be used to provide quarterly workshops to all staff members on integrating instruction, standards, and assessments • Identify, communicate, measure, and publish technical assistance and support needs and expectations • Have a mechanism for amendment of technical assistance and support 		
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

Criteria for the new school leader selection was as follows:

- A track record of achieving academic growth with students who possess one or more barriers to success
- Experience with project-based, cross-curricular learning
- Understanding and experience with incorporating rigorous work-based experiences into academic growth
- A strong record of professional staff development
- Experience with staff evaluations based on student performance

Multiple options to hire a school leader who would fit the criteria above were evaluated. With the closing of programs with similar goals (most notably Diploma Plus programs at Franklin Township and at IPS), there were school leaders available and interested who had been responsible for small, non-traditional programs. In addition, resumes came to me from principals and assistant principals who were in school systems that had announced cutbacks. Finally, I looked internally to see if anybody already in place could fit the criteria.

Ultimately, I concluded that an internal candidate was the best fit. With all of the changes taking place at the school as part of this grant application, it was important to have some continuity in place for staff, and more importantly, for students and parents. The Met is a school built on relationships. While this grant application includes changes to the school calendar, to the way teachers and staff will be evaluated, and expands educational offerings, it is critical that relationships be at the center of the school.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2010-2011 school year.		

	X	
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Restart Model

(Guidance Document, Section C, pages 19-20)

- We will implement this model. We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model’s elements will be implemented during the 2010-2011 school year.		

School Closure

(Guidance Document, Section D, pages 21-22)

We will implement this model.

We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Close the school.</i>			
2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - o One English/language arts goal for “all students.”
 - o One mathematics goal for “all students.”
 - o For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
Less than 25% of students pass the state graduation mathematics exam by the end of their sophomore year	40% of students pass the Algebra I ECA by the end of their sophomore year	50% of students pass the Algebra I ECA by the end of their sophomore year	65% of students pass the Algebra I ECA by the end of their sophomore year
Less than 30% of students pass the state graduation English exam by the end of their sophomore year	45% of students pass the English 10 ECA by the end of their sophomore year	55% of students pass the English 10 ECA by the end of their sophomore year	70% of students pass the English 10 ECA by the end of their sophomore year
Over 30% of Indianapolis Met graduates do so by obtaining a waiver to the graduation exam	Less than 30% of graduates need a waiver to graduate	Less than 20% of graduates need a waiver to graduate	Less than 10% of graduates need a waiver to graduate

requirements			
5-year graduation rate for the Indianapolis Met is below the state average	Meet the state average for 5-year graduation rate	Exceed the state average for 5-year graduation rate by 4 percentage points	Exceed the state average for 5-year graduation rate by 8 percentage points

➤ *Complete “LEA Application: General Information” if have not already done so.*

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year.***

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment B for suggestions)

As a School Wide Title I school, we will use our existing grant dollars to provide staff supports to the activities described in this application. Specifically, Title I monies during the 3-year SIG cycle will pay for tutors to augment staff resources and to provide additional Math, Science and English instructors to assist with student instruction.

We also receive Title II, Part A monies to support staff development and retention. As we add staff planning days and incentive bonuses to high-performing staff, we will use our Title II grant dollars to provide high-quality professional development opportunities (internal and external) and to help fund the bonus pool.

Our state and federal special education funds will also align with this grant. Those dollars will continue to provide resources for our high percentage of special needs students. The extended calendar used as part of our SIG application provides opportunities for special needs students to receive services year-round. The increased staff planning days offer new opportunities for special education in-services.

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Commitments Scoring Rubric

1. Design and implement interventions consistent with the final requirements.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>None</i> of the elements of the selected intervention model are described. ○ The descriptions of how the elements will be or have been implemented are <i>not included</i>. ○ The timeline demonstrates that <i>none</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models. ○ <i>No or little</i> engagement has occurred with the school community. 	<ul style="list-style-type: none"> ○ <i>Some</i> of the elements of the selected intervention model are described. ○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>. ○ The timeline demonstrates that <i>some</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models. ○ <i>Some</i> of the school community has been engaged in the progress and in providing input. 	<ul style="list-style-type: none"> ○ <i>All</i> the elements of the selected intervention model are included. ○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. ○ The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year. ○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, and implementing the selected intervention model. ○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No plan</i> exists to identify external providers. ○ Available providers have <i>not been investigated</i> as to their track record. 	<ul style="list-style-type: none"> ○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement. 	<ul style="list-style-type: none"> ○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.

<ul style="list-style-type: none"> ○ Parents and the community have <i>not been involved</i> in the selection process. ○ The provider <i>does not have</i> a track record of success. ○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract. ○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards. ○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>involved</i> in the selection process. ○ The provider selected <i>generally</i> has a track record of success. ○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract. ○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards. ○ The capacity of the external provider to serve the school is <i>briefly described</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process. ○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>. ○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract. ○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract. ○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards. ○ The capacity of the external provider to serve the school is <i>clearly described</i>.
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*A proficient score is rating is needed for approval.

3. The LEA has or will align other resources with the interventions.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified. ○ Ways in which to align the interventions with resources have <i>not been provided</i> or <i>do not correspond</i> to the selected intervention model. 	<ul style="list-style-type: none"> ○ <i>Limited</i> financial and non-financial resources have been identified. ○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided. 	<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified. ○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.

*A proficient score is needed for approval.

4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation <i>does not</i> differentiate performance across categories. ○ The principal and teacher evaluation process includes <i>one or no</i> observations, based on school/student performance. ○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals. ○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Very limited or no</i> additional instructional time added. 	<ul style="list-style-type: none"> ○ Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective). ○ The principal and teacher evaluation processes includes a <i>few</i> observations and is <i>less than 51%</i> based on school and/or student performance. ○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals. ○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model. ○ <i>Some</i> instructional time added (if required by the model). 	<ul style="list-style-type: none"> ➤ Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective). ○ Teacher and principal evaluations process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance. ○ Clear dismissal pathway for ineffective teachers and principals. ○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Appropriate</i> amount of instructional time added (if required by the model).

(5) The LEA will provide evidence for sustaining the reform after the funding period ends.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>never or rarely</i> adapts implementation ○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Some</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity. ○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Continuous</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity. ○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.

*A proficient score is needed for approval.

Attachment B: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
<i>State Resources</i>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2010 - 2011

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: _____

Indy Met

Corporation Number: _____

School Name: _____

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Yuri Smith	1.00	X		Reading Specialist	\$ 50,000.00	
Vacant	1.00	X		STEM Specialist	\$ 50,000.00	
See Attached List		X		10% salary increase for extended calendar for all certified staff	\$ 151,941.00	
Vacant	1.00	X		Music/Art Teacher	\$ 45,000.00	
Vacant	1.00	X		Spanish Teacher	\$ 45,000.00	
		X		Performance Incentives	\$ 100,000.00	
		X		TAP Mentor Teacher salary augmentation	\$ 6,000.00	
		X		TAP Master Teacher replacement cost	\$ 45,000.00	
	4.00	TOTAL SALARIES				\$ 492,941.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 162,670.53
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			Buck Institute National Conference	\$ 7,500.00	
	in-state					
		TOTAL TRAVEL				\$ 7,500.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Buck Institute for Education				Project based learning training summer institute	\$ 13,000.00	
Buck Institute for Education				On-site job-embedded professional development (2 days)	\$ 4,975.00	
Buck Institute for Education				On-site coaching support, curriculum development,	\$ 5,950.00	
Buck Institute for Education				Webinars (\$500 each)	\$ 1,500.00	
CEEP				Three days follow-up training	\$ 4,500.00	
CEEP				High School Survey of Student Engagement Survey	\$ 1,200.00	
CEEP				HSSSE Survey Training (using the data)	\$ 1,500.00	
		TOTAL CONTRACTED SERVICES				\$ 32,625.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				\$ -

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 40,000.00
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		\$0.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 735,736.53

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
100	Netbooks for 1-1 Digital Learning	\$ 400.00	\$ 40,000.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 40,000.00

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2011 - 2012

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: _____
 Corporation Number: _____
 School Name: _____

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Yuri Smith	1.00	X		Reading Specialist	\$ 51,000.00	
Vacant	1.00	X		STEM Specialist	\$ 51,000.00	
See Attached List		X		10% salary increase for extended calendar for all certified staff	\$ 151,941.00	
Vacant	1.00	X		Music/Art Teacher	\$ 45,900.00	
Vacant	1.00	X		Spanish Teacher	\$ 45,900.00	
		X		Performance Incentives	\$ 100,000.00	
		X		TAP Mentor Teacher salary augmentation	\$ 6,000.00	
		X		TAP Master Teacher replacement cost	\$ 45,000.00	
	4.00			TOTAL SALARIES		\$ 496,741.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		\$ 163,924.53
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			Buck Institute National Conference	\$ 7,500.00	
	in-state					
				TOTAL TRAVEL		\$ 7,500.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Buck Institute for Education				Project based learning training summer institute	\$14,500	
Buck Institute for Education				On-site job-embedded professional development (2 days)	\$ 6,800.00	
Buck Institute for Education				Webinars (\$500 each)	\$ 1,500.00	
CEEP				Three days follow-up training	\$ 4,500.00	
CEEP				High School Survey of Student Engagement Survey	\$ 1,200.00	
CEEP				HSSSE Survey Training (using the data)	\$ 1,500.00	
				TOTAL CONTRACTED SERVICES		\$ 30,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
				TOTAL SUPPLIES		\$ -
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
				TOTAL EQUIPMENT AND TECHNOLOGY		\$ 44,000.00

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2012 - 2013

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Goodwill Education Initiatives
 Corporation Number: 9670
 School Name: Indianapolis Metropolitan High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Yuri Smith	1.00	X		Reading Specialist	\$ 52,020.00	
Vacant	1.00	X		STEM Specialist	\$ 52,020.00	
See Attached List		X		10% salary increase for extended calendar for all certified s	\$ 151,941.00	
Vacant	1.00	X		Music/Art Teacher	\$ 46,818.00	
Vacant	1.00	X		Spanish Teacher	\$ 46,818.00	
		X		Performance Incentives	\$ 100,000.00	
		X		TAP Mentor Teacher salary augmentation	\$ 6,000.00	
		X		TAP Master Teacher replacement cost	\$ 45,000.00	
	4.00	TOTAL SALARIES				\$ 500,617.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 165,203.61
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			Buck Institute National Conference	\$ 7,500.00	
	in-state					
				TOTAL TRAVEL		\$ 7,500.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Buck Institute for Education				Project based learning training summer institute	\$ 16,000.00	
Buck Institute for Education				On-site job-embedded professional development (2 days)	\$ 7,800.00	
Buck Institute for Education				Webinars (\$500 each)	\$ 1,500.00	
CEEP				Three days follow-up training	\$ 4,500.00	
CEEP				High School Survey of Student Engagement Survey	\$ 1,200.00	
CEEP				HSSSE Survey Training (using the data)	\$ 1,500.00	
				TOTAL CONTRACTED SERVICES		\$ 32,500.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				\$ -
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				\$ 48,000.00

