

Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.

Please be sure you complete the APPROPRIATE model Planning Year.

TRANSFORMATION Planning Year - SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible	Timeli ne	Description and Details	Budgeted Items
Principal Changes and Flexibility Building Culture	<ul style="list-style-type: none"> • Lead turnaround efforts to increase student achievement by monitoring and supporting the priority plan and facilitating the collaboration efforts. (Principal, Leadership Team) • Implementation and use of the TAP System with fidelity (Principal) • TAP Performance Based Compensation System (Principal, District Leaders, School-based Leadership Team) • Monitor instructional practices through coaching and teacher evaluation (Principal and Leadership Team) • Ensure weekly TAP professional development aligns with school goals and state standards (Leadership Team) • Institute an attendance program to decrease absenteeism and tardiness. (Assistant Principal) • Create 2015-2016 School Improvement Plan through Advance Ed by collaboratively working with stakeholder surveys and school-based team (School Improvement Team) • Revise Focus plan for current school year and share with parents, staff, and students (School-based Team) • Communicate regularly with staff, students, district, and community in ways rooted in student data, learning, culture, and climate (All staff) • Use flexibility in scheduling to provide optimal learning environment (Principal) 	Phase one (1 st quarter)	<p>The action steps scheduled for the first quarter are focused on two areas.</p> <p>The first involved professional learning and data analysis in order to ensure students are making progress in mastering goals. This requires ongoing monitoring and collaboration between teachers, administrators, and stakeholders. These action steps also involve the creation of school plans and yearly goals found in the TAP School Plan, the School Improvement Plan, and our Focus plans which will be aligned to student data and the plan for moving forward with New Tech Network. Teacher evaluations, combined with student growth, provide the basis for annual performance-based compensation.</p> <p>The second involves beginning the planning phase of a full New Tech implementation in 2015-2016. This introductory time will focus on the three pillars of New Tech (Project-</p>	

	<ul style="list-style-type: none"> • Collaborate, plan, and contract with New Tech Network Coordinator and district leadership to create a timeline for implementation. • Meet with stakeholders, small and large faculty groups to set vision and plan for implementation • Lead efforts to advance the work of the PBIS team in reducing referrals and suspensions (PBIS Team, Counselor, Assistant Principal) • Attend monthly supervision meetings with the Assistant Superintendent (Principal) • Create structures during the planning phase that will build capacity and teacher leadership (LEA, New Tech support coaches) • Work with provided mentor from participation in Indiana Principal Leadership Institute to grow and develop as a school leader (Principal, LEA) • Principal will be evaluated by district leadership yearly based on the facilitation of Leadership Team learning, school leadership competencies, and student achievement gains (LEA, Principal) • Hire two coaches/teacher leaders to support teachers in the implementation. (Administrative Team) 		<p>based Learning, 1:1, and building a culture of respect, responsibility, and trust. This phase of planning will be done with the assistance of New Tech regional coaches.</p> <p>This phase of the planning year involves the hiring of additional staff to support the New Tech implementation. The funding for these individuals may be split funded within the district to allow for further district level implementation.</p>	
<p>Effectiveness of staff and recruitment/retainment of staff</p> <p>Professional Development</p>	<ul style="list-style-type: none"> • Utilize Ventures screening process when seeking new teachers to ensure highest quality candidates (District, Principal) • Assign teachers according to individual and team strengths in order to build instructional leadership and capacity (Principal, Leadership Team) • Attend weekly TAP Professional Development (All certified staff) • Use the TAP instructional rubric to evaluate teachers a minimum of three times per year (Leadership Team) • Provide follow-up to all teachers after weekly professional development (Leadership Team) • Add one hour to teacher contract day per week for professional development for teachers to prepare for 	<p>Phase two (2nd quarter)</p>	<p>Phase two focuses on continued monitoring of instruction and assessment data in order to determine how students are progressing toward mastery and what ongoing adjustments need to be made. Teachers will continue to receive weekly support following professional development.</p> <p>The second part of phase two involves providing staff with the professional learning necessary to move toward a full implementation</p>	

	<p>implementation of New Tech in 2016-2017. (All staff)</p> <ul style="list-style-type: none"> • Schedule and attend school tours of elementary New Tech Schools (New Tech Coach, District leaders) • Schedule professional learning as recommended by New Tech and district leaders (District, New Tech Coaches) • Lead data meetings every three weeks with teacher teams to analyze results and adjust instruction (Principal) • Provide several opportunities for parents and community members to get updates on planning, implementation, and current student data. 		<p>of the three New Tech pillars in 2016-2017. This includes site visits, training with New Tech coaches by adding an hour to the school day for teacher professional learning.</p>	
<p>Principal Changes and Flexibility</p> <p>Instructional Programs</p> <p>Professional Development</p>	<ul style="list-style-type: none"> • Lead turnaround efforts to increase student achievement by monitoring and supporting the priority plan and facilitating the collaboration efforts. (Principal, Leadership Team) • Implementation and use of the TAP System with Fidelity (Principal) • TAP Performance Based Compensation System (Principal, District Leaders, School-based Leadership Team) • Monitor instructional practices through coaching and teacher evaluation (Principal and Leadership Team) • Ensure weekly TAP professional development aligns with school goals and state standards (Leadership Team) • Monitor attendance program to decrease absenteeism and tardiness. (Assistant Principal) • Monitor progress of 2015-2016 School Improvement Plan through Advance Ed by collaboratively working with stakeholder surveys and school-based team (School Improvement Team) • Monitor Focus plan for current school year and share with parents, staff, and students (School-based Team) 	<p>Phase three (3rd quarter)</p>	<p>In phase three, monitoring instruction continues to ensure student gains and effective instruction. Weekly job-embedded professional development based on student data, and teachers continue to receive follow-up support after professional development each week.</p> <p>Work will continue with New Tech support coaches to advance the planning in preparation for implementation. Teachers will visit sites and attend training.</p>	

	<ul style="list-style-type: none"> • Communicate regularly with staff, students, district, and community in ways rooted in student data, learning, culture, and climate (All staff) • Use flexibility in scheduling to provide optimal learning environment (Principal) • Collaborate and plan with New Tech Network Coordinator and district leadership to create a timeline for implementation. • Meet with stakeholders, small and large faculty groups to share progress and seek input • Lead efforts to advance the work of the PBIS team in reducing referrals and suspensions (PBIS Team, Counselor, Assistant Principal) • Hold monthly staff meetings to communicate progress and continue planning process (Planning Team) • Work with school bookkeeper and district leadership to order the devices and supporting tools and infrastructure needs in preparation for implementation. (District, Principal) 			
<p>Building Culture</p> <p>Family and Community Engagement</p>	<ul style="list-style-type: none"> • Hold a series of town hall meetings with parents, district leaders, community members , and students to prepare for the implementation of New Tech. (Planning Team, District) • Provide updates to the School Board on the status of planning and future implementation (Principal, Planning Team) • Offer updates at school events-monthly PTO meetings, concerts, and socials (Principal, Planning Team) 	<p>Phase four (4th quarter)</p>	<p>This phase focuses on involving key stakeholder groups and seeking input as decisions are made. Teachers, parents, and students work together to prepare for the shift to project based learning and the integration of 1:1 technology to support positive achievement gains.</p>	

Effectiveness of staff and recruitment/retainment of staff	<ul style="list-style-type: none"> Provide stipend for summer professional development and planning days (2 days in June and 2 days in July or as recommended by New Tech) (District) 	Phase five (summer 2016)	Teachers will use summer training opportunities to continue professional development and planning for fall implementation.	
Instructional Programs				
Professional Development				

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

TRANSFORMATION

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

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

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Replace the principal who led the school prior to implementing the model	Principal will lead turnaround efforts to increase student achievement by monitoring and supporting the focus plan and facilitating collaboration efforts. (Principal, LEA)	<ul style="list-style-type: none"> Principal will facilitate data meetings with teacher teams every three weeks to analyze common formative assessment data and make adjustments to instruction. Principal will work with TAP Leadership Team to analyze student and teacher effectiveness data to 	<ul style="list-style-type: none"> Principal will facilitate data meetings with teacher teams every three weeks to analyze common formative assessment data and make adjustments to instruction. Principal will work with TAP Leadership Team to analyze student and teacher effectiveness data to 	<ul style="list-style-type: none"> Principal will facilitate data meetings with teacher teams every three weeks to analyze common formative assessment data and make adjustments to instruction. Principal will work with TAP Leadership Team to analyze student and teacher 	No additional grant cost.

		<p>plan appropriate weekly PD</p> <ul style="list-style-type: none"> Principal will communicate with key stakeholders regularly to share current data, improvement plans, and updates on New Tech implementation. 	<p>plan appropriate weekly PD</p> <ul style="list-style-type: none"> Principal will communicate with key stakeholders regularly to share current data, improvement plans, and updates on New Tech implementation. 	<p>effectiveness data to plan appropriate weekly PD</p> <ul style="list-style-type: none"> Principal will communicate with key stakeholders regularly to share current data, improvement plans, and updates on New Tech implementation. 	
Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	Implementation and use of the TAP System with fidelity	TAP Leadership Team will monitor and adjust where necessary TAP processes in the building. Additionally the Leadership Team will take ongoing steps, including seeking feedback from teachers, to ensure that TAP and the New Tech model are aligned and coordinated.	TAP Leadership Team will monitor and adjust where necessary TAP processes in the building. Additionally the Leadership Team will take ongoing steps, including seeking feedback from teachers, to ensure that TAP and the New Tech model are aligned and coordinated.	TAP Leadership Team will monitor and adjust where necessary TAP processes in the building. Additionally the Leadership Team will take ongoing steps, including seeking feedback from teachers, to ensure that TAP and the New Tech model are aligned and coordinated.	No additional grant cost.
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 improved	TAP Performance Based Compensation System	Teachers have ongoing opportunities for advancement by becoming mentor or master teachers and serving on the Leadership Team. Teachers are rewarded each year through the performance-based compensation structure, which is determined by evaluation scores and student growth.	Teachers have ongoing opportunities for advancement by becoming mentor or master teachers and serving on the Leadership Team. Teachers are rewarded each year through the performance-based compensation structure, which is determined by evaluation scores and student growth.	Teachers have ongoing opportunities for advancement by becoming mentor or master teachers and serving on the Leadership Team. Teachers are rewarded each year through the performance-based compensation structure, which is determined by evaluation scores and student growth.	No additional grant cost. Covered through General fund

Provide high quality, job- embedded professional development	One time per week late arrival time for students to allocate for weekly Professional Development on student learning strategies and Solid instructional practices	Staff will participate in weekly professional development based on student achievement data determined need. Embedded into this professional learning will be the pillars of New Tech-project based learning, 1:1, and culture of responsibility, respect, and trust.	Staff will participate in weekly professional development based on student achievement data determined need. Embedded into this professional learning will be the pillars of New Tech-project based learning, 1:1, and culture of responsibility, respect, and trust.	Staff will participate in weekly professional development based on student achievement data determined need. Embedded into this professional learning will be the pillars of New Tech-project based learning, 1:1, and culture of responsibility, respect, and trust.	No additional grant cost. Covered through General fund
Provide high quality, job- embedded professional development	Additional hour of teacher contract per day for certified staff members to participate in professional development and collaboration activities associated with New Tech.	This PD will be facilitated with New Tech support coaches and will focus on the structured professional development necessary for successful implementation of New Tech at Model Elementary.	This PD will be facilitated with New Tech support coaches and will focus on the structured professional development necessary for successful implementation of New Tech at Model Elementary.	This PD will be facilitated with New Tech support coaches and will focus on the structured professional development necessary for successful implementation of New Tech at Model Elementary.	Newtech contract
Provide high quality, job- embedded professional development	Training for culture component, instruction and assessment in the New Tech framework for Model Elementary.	This PD will be facilitated with New Tech support coaches and will focus on the structured professional development necessary for successful implementation of New Tech at Model Elementary.	This PD will be facilitated with New Tech support coaches and will focus on the structured professional development necessary for successful implementation of New Tech at Model Elementary.	This PD will be facilitated with New Tech support coaches and will focus on the structured professional development necessary for successful implementation of New Tech at Model Elementary.	PD summer hours and trainings during the year
Provide high quality, job- embedded professional development	Hire primary and intermediate teacher leaders to support teachers in implementation	These 2 positions will be full time during the 2016-2017 school year in order to provide teachers with critically important	These 2 positions will be full time during the 2017-2018 school year in order to provide teachers with continued ongoing support	The number of coaches will reduce to 1 during this school year in preparation for district sustainability.	Coach salary and benefits Equipment needed for students and teachers

		support during the first year of implementation.	to maintain the momentum during the second year of implementation.		is phased in over time as appropriate.
Provide increased learning time for students and staff	Additional 1 hour per week for certified teaching staff for planning and implementation of New Tech, instructional strategies with a focus on School Improvement Goals and sustainability	Additional 1 hour per week for certified teaching staff for planning and implementation of New Tech, instructional strategies with a focus on School Improvement Goals and sustainability	Additional 1 hour per week for certified teaching staff for planning and implementation of New Tech, instructional strategies with a focus on School Improvement Goals and sustainability	Additional 1 hour per week for certified teaching staff for planning and implementation of New Tech, instructional strategies with a focus on School Improvement Goals and sustainability	Extra hour one time per week above contract time paid for at \$40 per hour. MoU will be included when finalized after negotiations
Provide mechanisms for family and community engagement	Increase the hours to allow for hours of evening events to support family learning and engagement	Hire a parent outreach coordinator at the end of the school year to plan ongoing parent education classes as well as classes that may be open to community members as well	Parent Outreach Coordinator will plan and lead two sets of six week classes for parent and community members (one in the fall and one in the spring) to be held at Model in the evening)	Parent Outreach Coordinator will plan and lead three sets of four-five week classes for parent and community members and two Saturday events for parents	Community Involvement parent coordinator. Job description will be created collaboratively by the school and Newtech. This will be a non-certified position.
Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)	Allow flexibility for the day by increasing the staff day by 1 hour	Additional 1 hour per day for certified teaching staff for planning and implementation of New Tech, instructional strategies with a focus on School Improvement Goals and sustainability	Additional 1 hour per day for certified teaching staff for planning and implementation of New Tech, instructional strategies with a focus on School Improvement Goals and sustainability	Additional 1 hour per day for certified teaching staff for planning and implementation of New Tech, instructional strategies with a focus on School Improvement Goals and sustainability	Extra hour one time per week above contract time paid for at \$40 per hour. MoU will be included when finalized after negotiations.
Provide mechanisms for family and community engagement	Create a committee of parents and community members to provide input for a before and after school program designed to provide students extra	Committee will meet with principal and coordinator to plan implementation of a before and after school program which will begin in 2017-2018.	Before and after school program will operate and serve a maximum of 120 students during the first year.	Before and after school program will operate and serve a maximum of 180 students during the second year. Alternative grant funding or student	Personnel to staff after school program.

	academic support in the school setting.			fees will be used to prepare for sustainability.	
Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)	Hire a coordinator for the before and after school program.	Ongoing	Ongoing	Ongoing	Job description will be created and person will be hired to facilitate after school program. This will be a non-certified position
Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)	Hire a summer camp coordinator.	Ongoing	Ongoing	Ongoing	Certified personnel and an instructor will be hired.
Provide mechanisms for family and community engagement	Provide summer camp to support students academically.	Summer program will operate after the 2016-2017 school year and serve a maximum of 60 students. It will operate for three weeks in July to allow students the opportunity to receive support during summer school and summer camp.	Increase maximum number of students to 100.	Increase maximum number of students to 120. Alternative grant funding or student fees will be used to prepare for sustainability.	Certified personnel and an instructor will be hired.

Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

TRANSFORMATION

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership Maintaining Culture	Continuation of professional development for leadership team: attending New Tech Leadership Summit, New Tech Annual Conference, collaboration and support from coaches and partnership with New Tech Network.	Phase one (1 st quarter)	The Newtech concept will tightly wrap the Model community and allow for implementation that will most effectively impact student achievement.	Newtech contract and travel associated with trainings
Effectiveness of staff and retainment of staff Professional Development	Continuation of ongoing professional development of PBL utilizing the TAP framework. Continue to provide in-house coaching and support in the PBL model. Continue team collaboration and shared planning time.	Phase two (2 nd quarter)	Merging the PBL and TAP models with coaching collaboration will allow for maximum effectiveness.	Newtech contract
Leadership Instructional Programs Professional Development	Continue to develop capacity of teacher leadership through TAP and New Tech’s train the trainer model.	Phase three (3 rd quarter)	Teachers will have multiple opportunities to experience different leadership roles and have their depth of knowledge increase through these learning opportunities.	Training from Newtech
Maintaining Culture Family and Community Engagement	Continue to involve community in project development and implementation by sustaining and building partnerships with local businesses and not for profit agencies. Continue parent involvement opportunities through shared learning communities and involvement in projects.	Phase four (4 th quarter)	Families will become partners with the school and local businesses all with one idea in mind to support the learning of all students.	Family engagement support
Effectiveness of staff and retainment of staff Instructional Programs Professional Development	Continue to use data to drive instruction and implement formative assessments to measure rigor and student mastery of standards through PBL. Continue professional development to ensure high quality projects are being implemented utilizing various levels of complex text to ensure mastery of college and career readiness standards.	Phase five (summer 2016)	The ultimate goal is to mesh the PBL and TAP models to maximize student achievement and engagement.	No additional dollars required

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership Maintaining Culture	Continuation of professional development for leadership team: attending New Tech Leadership Summit, New Tech Annual Conference, collaboration and support from coaches and partnership with New Tech Network.	Phase one (1 st quarter)	The Newtech concept will tightly wrap the Model community and allow for implementation that will most effectively impact student achievement.	Newtech contract and travel associated with trainings
Effectiveness of staff and retainment of staff Professional Development	Continuation of ongoing professional development of PBL utilizing the TAP framework. Continue to provide in-house coaching and support in the PBL model. Continue team collaboration and shared planning time.	Phase two (2 nd quarter)	Merging the PBL and TAP models with coaching collaboration will allow for maximum effectiveness.	Newtech contract
Leadership Instructional Programs Professional Development	Continue to develop capacity of teacher leadership through TAP and New Tech’s train the trainer model. The coach will assume more duties in other buildings (this will not be paid for out of the grant)	Phase three (3 rd quarter)	Teachers will have multiple opportunities to experience different leadership roles and have their depth of knowledge increase through these learning opportunities.	Training from Newtech
Maintaining Culture Family and Community Engagement	Continue to involve community in project development and implementation by sustaining and building partnerships with local businesses and not for profit agencies. Continue parent involvement opportunities through shared learning communities and involvement in projects.	Phase four (4 th quarter)	Families will become partners with the school and local businesses all with one idea in mind to support the learning of all students.	Family engagement support
Effectiveness of staff and retainment of staff Instructional Programs Professional Development	Continue to use data to drive instruction and implement formative assessments to measure rigor and student mastery of standards through PBL. Continue professional development to ensure high quality projects are being implemented utilizing various levels of complex text to ensure mastery of college and career readiness standards.	Phase five (summer 2016)	The ultimate goal is to mesh the PBL and TAP models to maximize student achievement and engagement.	No additional dollars required

Part 6: Outcome Artifact

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

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

The LEA will work with school staff to create a presentation embedded with videos highlighting the following:

1. A summary of student achievement data, showing the progress toward the SMART goals set forth at the onset of the plan
2. A timeline highlighting the efforts of teachers, parents, students, and district administration working with New Tech Network support coordinators to prepare for implementation
3. A summary of teacher effectiveness data as evidence of impact of professional learning
4. Evidence of how project-based learning and integrated technology has impacted student engagement and achievement

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

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

LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>Recognizing the need to supplement not supplant Title I. and District Funds resources allocated through this grant will be utilized in compliance with all rules and regulations as outlined by IDOE.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>Commitment to assurances of current school principal with supporting documentation available in other portions of the grant and further documentation can be provided.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p>Approval from the board to move forward with the pre-implementation and support of implementation of all components of New Tech.</p> <p>Documentation is provided following Section 7.</p>

<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p>Documentation of commitment from Superintendent Woodworth is provided following Section 7.</p>
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<p>Contract negotiations will take place in August 2015, which will align with implementation timeline.</p> <p>Documentation of support of Newtech is provided from Goshen Education Association President following Section 7.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<ul style="list-style-type: none"> • Please see attached letter of support. • MOU will be developed with the Teacher’s Association through this contract negotiation to cover additional training that occurs outside of the teacher contract. • Principal hires staff for the building.
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following required pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> 	<ul style="list-style-type: none"> • The district will participate in the monitoring that SIG provides and will enter information in the Data Dashboard monthly. • Title I program administrator will meet monthly with the principal and leadership team to monitor grant implementation. • Newtech has evaluation systems built into their model which will also be utilized. • Data teams will meet monthly to review subgroup data and monitor plan effectiveness.

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| <ul style="list-style-type: none"> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> | <ul style="list-style-type: none"> • Title I program administrator will work with the business office to make sure funds are utilized in an appropriate and timely manner. Monthly reconciliations will be kept. • Timeline for implementation will be adhered to by all responsible parties. |
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	Yes		Goshen Community Schools has a Grants Coordinator who oversees all aspects of the School Improvement Grant. In consultation with the Superintendent and the School Board, processes are in place to ensure that the grant is administered in accordance with all federal and state requirements.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	Yes		Goshen Community Schools has a Grants Coordinator who oversees all aspects of the School Improvement Grant. In consultation with the Superintendent and the School Board, processes are in place to ensure that the grant is administered in accordance with all federal and state requirements.
3. School's SIG plan addresses needs of all students and subgroup populations.	Yes		A thorough needs assessment was conducted by analyzing student achievement data and leading indicators. The three components of the grant address these data: New Tech for transforming teaching and learning, a before and after school and summer program to provide additional academic support beyond the school day, and a parent and community outreach to provide ongoing learning opportunities for parents.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	Yes		Action steps were added each year of the plan to communicate and seek input in all stages of the implementation of the grant. LEA will monitor and support parent communication and involvement throughout the grant. Parents will be surveyed at the end of each year of the grant.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.		No	Chamberlain Elementary received the SIG as part of Cohort 5.
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	Yes		The district had 5 findings (3 from the Special Ed Cooperative we are the LEA for and 2 District findings). All findings have had a corrective action plan that has been submitted to and accepted by the ISBOA.

7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.		No	
8. District has been in excess carry-over anytime in the last three fiscal year cycles.	Yes		The only time we had excess carryover was the year the submission dates were rolled back three months. We received a waiver from the state since the notification was in May for a June closing date.

Part 8: Selection of External Providers

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

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

Capacity Task	District Evidence
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	Researched effective models. Newtech evidence of effectiveness and ability to support and monitor efforts at the school and district level ensured a good fit for Model Elementary
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	Newtech will regularly monitor and assess implementation success against the School Success Rubric and provide recommendations around support and differentiated services.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	Newtech, our district Tech vision and TAP form a natural partnership and through coaching and collaboration we intend to get the most out of all personnel involved in this endeavor.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.	Utilizing all resources both through the grant and through the district, we will monitor data sources and make adjustments to allow for the most powerful learning environment.
(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. <i>Prior to an external provider work beginning, LEA must receive approval from IDOE.</i>	Newtech insists on a planning year and Model is committed to full compliance and participation.