

Appendix A: Indiana's Priority Schools

SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹
Charter School	9325	Options Charter School - Carmel	2524	x					
Charter School	9640	Options Charter School Noblesville	2551	x					
Charter School	9810	Hoosier Academy - Muncie	1427	x					
Charter School	9865	Hoosier Acad Virtual Charter Sch	5290	x					
Eastern Greene Schools	2940	Eastern Greene Elementary School	2433	x					
EVSC	7995	Academy for Innovative Studies	8270	x					
EVSC	7995	Caze Elementary School	8261	x					
EVSC	7995	Cedar Hall Community School	8265	x					
EVSC	7995	Fairlawn Elementary School	8293	x					
EVSC	7995	Lincoln School	8251	x					
EVSC	7995	Lodge Community School	8329	x					
Kokomo-Center Twp Con Sch Corp	3500	Bon Air Elementary Sch	2945	x					
Logansport Comm Schl	0875	Columbia Elementary School	0713	x					
M S D Lawrence	5330	Crestview Elementary School	5285	x					

¹“Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY2010 SIG Guidance, questions A-20 to A-30.

Township									
M S D Lawrence Township	5330	Winding Ridge Elementary School	5295	x					
M S D Wayne Township	5375	Maplewood Elementary School	5223	x					
M S D Wayne Township	5375	North Wayne Elem School	5267	x					
Medora Community School Corp	3640	Medora Elementary School	3095	x					
Scott County School District 2	7255	Scottsburg Elem School	7649	x					
Vigo County School Corporation	8030	West Vigo Elementary School	8609	x					
Charter School	9695	Imagine MASTer Academy	0159	x					
Charter School	9820	Imagine Schools on Broadway	0255	x					
Charter School	9880	Career Academy at South Bend	7564	x					
East Allen County Schools	0255	Paul Harding Jr High School	0294	x					
Elkhart Community Schools	2305	Beck Elementary School	1769	x					
Elkhart Community Schools	2305	Pierre Moran Middle School	1763	x					
FWCS	0235	Harrison Hill Elementary Sch	0178	x					
School City of Hammond	4710	Columbia Elementary School	4447	x					
School City of Hammond	4710	Maywood Elementary School	4465	x					
School City of Hammond	4710	Washington Irving Elem Sch	4455	x					
South Bend Community School	7205	Harrison Primary Center	7545	x					

Corporation									
South Bend Community School Corporation	7205	Jackson Intermediate Center	7510	x					
South Bend Community School Corporation	7205	Madison Primary Center	7573	x					
South Bend Community School Corporation	7205	Marshall Intermediate Center	7581	x					
South Bend Community School Corporation	7205	Monroe Primary Center	7585	x					
South Bend Community School Corporation	7205	Muessel Primary Center	7593	x					
South Bend Community School Corporation	7205	Perley Fine Arts Academy	7613	x					
South Bend Community School Corporation	7205	Warren Primary Center	7417	x					
Charter School	9310	Charter School of the Dunes	1535	x					
Charter School	9340	New Community School	1538	x					
Charter School	9370	Fall Creek Academy	5870	x					
Charter School	9535	Gary Lighthouse Charter School	4130	x					
Charter School	9565	Kenneth A Christmon STEMM Academy	9018	X					
Charter School	9585	West Gary Lighthouse	4008	x					
Charter School	9635	LEAD College Prep	4097	x					
Charter School	9815	Imagine Indiana Life Sci Aca-	5673	x					

		East							
Charter School	9920	Damar Charter Academy	5191	x					
M S D Perry Township	5340	Abraham Lincoln Elem Sch	5337	x					
M S D Pike Township	5350	Guion Creek Middle School	5360	x					
M S D Pike Township	5350	Lincoln Middle School	5355	x					
M S D Washington Township	5370	Nora Elementary School	5427	x					
M S D Washington Township	5370	Northview Middle School	5445	x					
Marion Community Schools	2865	Allen Elementary School	2369	x					
Marion Community Schools	2865	Frances Slocum Elem School	2409	x					
Marion Community Schools	2865	John L McCulloch Junior High Sch	2357	x					
Marion Community Schools	2865	Justice Thurgood Marshall Intrmd	2350	x					
Michigan City Area Schools	4925	Edgewood Elementary School	4805	x					
Michigan City Area Schools	4925	Elston Middle School	4715	x					
Muncie Community School Corporation	1970	Sutton Elementary School	1509	x					
Muncie Community School Corporation	1970	Wilson Middle School	1437	x					
School City of	4670	Benjamin Franklin Elem	3933	x					

East Chicago		School							
School City of East Chicago	4670	George Washington Elem School	3961	x					
School City of East Chicago	4670	Joseph L Block Jr High School	3963	x					
Bartholomew Cons Schl Corp	0365	Clifty Creek Elementary Sch	0328	x					
Charter School	9390	Flanner House Elem Sch (Charter)	5872	x					
Flat Rock-Hawcreek	0370	Hope Elementary School	0409	x					
Franklin County Com Sch Corp	2475	Laurel School	2082	x					
Jennings County Schools	4015	Jennings County Middle School	3393	x					
Monroe County Community School Corporation	5740	Fairview Elementary School	6197	x					
Monroe County Community School Corporation	5740	Templeton Elementary School	6225	x					
North Lawrence Com Schools	5075	Fayetteville Elementary Sch	4857	x					
Richmond Community Schools	8385	Elizabeth Starr Acad for Young Ent	9038	x					
Vincennes Community Sch Corp	4335	Francis Vigo Elementary Sch	3581	x					
Vincennes Community Sch Corp	4335	Tecumseh-Harrison Elem Sch	3577	x					
Washington	1405	Lena Dunn Elementary	1103	x					

Com Schools		School							
Gary Community School Corp	4690	Beveridge Elementary School	4061	x					
Gary Community School Corp	4690	Brunswick Elementary School	4065	x					
Gary Community School Corp	4690	Daniel Webster Elem Sch	4165	x					
Gary Community School Corp	4690	Jacques Marquette Elem School	4121	x					
Gary Community School Corp	4690	Jefferson Elementary School	4104	x					
Gary Community School Corp	4690	West Side Leadership Academy	4163	x					
IPS	5385	Anna Brochhausen School 88	5588	x					
IPS	5385	Brookside School 54	5554	x					
IPS	5385	Charles W Fairbanks Sch 105	5605	x					
IPS	5385	Clarence Farrington School 61	5662	x					
IPS	5385	Elder W Diggs School 42	5542	x					
IPS	5385	Floro Torrence School 83	5583	x					
IPS	5385	Francis Scott Key School 103	5603	x					
IPS	5385	George H Fisher School 93	5593	x					
IPS	5385	George S Buck Elementary School	5619	x					
IPS	5385	James Russell Lowell School 51	5551	x					
IPS	5385	Key Learning Community Elem Sch	5522	x					
IPS	5385	Key Learning Community High School	5631	x					
IPS	5385	Key Learning Community Jr High Sch	5503	x					
IPS	5385	Louis B Russell Jr School 48	5548	x					

IPS	5385	Northwest Community High School	5483	x					
IPS	5385	Northwest Community Jr High School	5516	x					
IPS	5385	Ralph Waldo Emerson School 58	5558	x					
IPS	5385	Raymond F Brandes School 65	5565	x					
IPS	5385	Riverside School 44	5544	x					
IPS	5385	Shortridge Law & Public Plcy Mg HS	5485	x					
IPS	5385	Thomas D Gregg School 15	5515	x					
IPS	5385	Washington Irving School 14	5514	x					
IPS	5385	William A Bell Sch 60 Reggio Acad	5560	x					
IPS	5385	William McKinley School 39	5539	x					
EdisonLearning	8820	Theodore Roosevelt Car & Tech Acad	4033	x					
EdPower	8830	Arlington Community High School	5465	x					
Charter Schools USA	8825	Emma Donnan Middle School	5572	x					
Charter Schools USA	8815	Emmerich Manual High School	5481	x					
Charter Schools USA	8810	Thomas Carr Howe Comm High School	5639	x					

Appendix B:

Worksheet #1A: Analysis of Student and School Data Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013 Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture

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Mathematics

<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>Inappropriate 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>

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

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.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school		
2. Dropout rate*		
3. Student attendance rate (must be a percentage between 0.00 and 100.00)		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework		
5. Number of students completing dual enrollment classes		
6. Types of increased learning time offered LSY- Longer School Year		

LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other		
7. Discipline incidents*		
8. Truants (# of unduplicated students, enter as a whole number)		
9. Distribution of teachers by performance level on LEA's teacher evaluation system		
10 Teacher attendance rate		

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data? <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."	What is at the "root" of the findings? What is the underlying cause? <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"

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

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school 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. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.					1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 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. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented.					1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).

<p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>				<p>3. Uses multiple sources beyond textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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Curriculum	1	2	3	4	Curriculum
<ol style="list-style-type: none"> 1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or 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. 6. Is not differentiated for struggling students. 					<ol style="list-style-type: none"> 1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<ol style="list-style-type: none"> 1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies. 					<ol style="list-style-type: none"> 1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
<ol style="list-style-type: none"> 1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up 					<ol style="list-style-type: none"> 1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

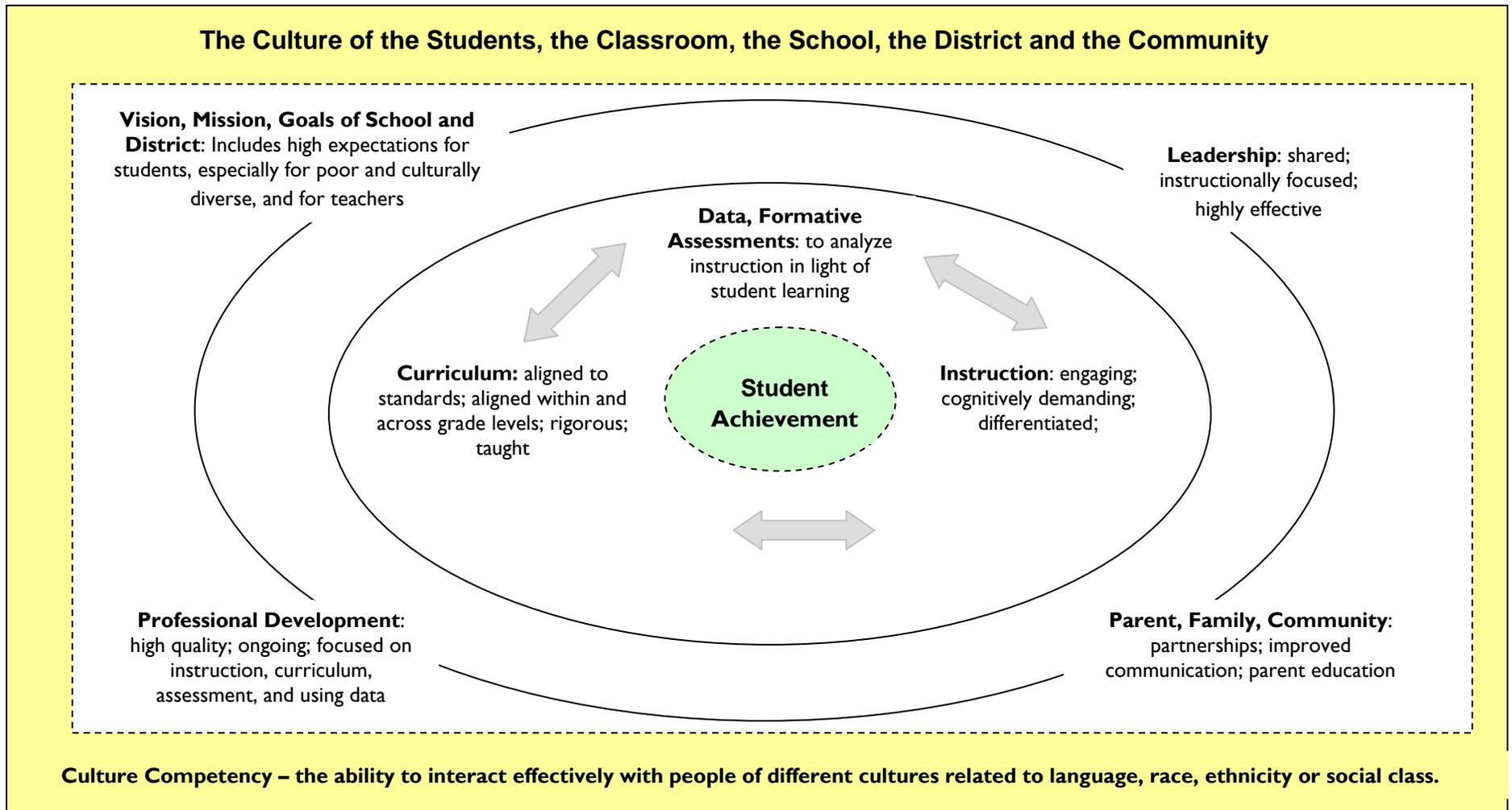
assistance, mentoring, or monitoring of classroom implementation.				4	Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ul style="list-style-type: none"> 1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 					<ul style="list-style-type: none"> 1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
<ol style="list-style-type: none"> 1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 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. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class. 					<ol style="list-style-type: none"> 1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 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. “</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>
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Appendix C: Theory of Action for Indiana High-Poverty Schools and District in Improvement: Moving towards High-Performance

The Indiana Department of Education, Title I analyzed the literature and research on high-performance, high-poverty schools and districts. The findings revealed specific practices and policies of successful high-poverty schools and districts. These findings serve as the components of the Theory of Action below. Supports to and requirements of schools and districts correspond to these components of successfulness.



Appendix D: Elements of School Intervention/Improvement Models

Turnaround Model	Transformation Model
Required Elements	Required Elements
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><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.
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><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.
Promote the use of student data to inform and differentiate instruction.	<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.
Establish schedules and implement strategies that provide increased learning time.	<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.
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
Permissible Elements
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
Permissible Elements
<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 school wide “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.

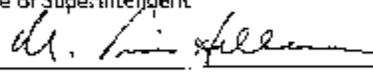
Appendix E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
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 (school wide 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
State Resources		
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

**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

Corporation Name: Muncie Community Schools		Corporation Number: 1970
Contact for the School Improvement Grant: Mrs. Kathy Ray		
Position and Office: Director of Elementary and High Ability Education		Contact's Mailing Address: 2501 N. Oakwood Ave. Muncie, IN 47304
Telephone: 765-747-5203		Fax: 765-747-5341
Email Address: kray@muncie.k12.in.us		
Superintendent (Printed name) Mr. Tim Heller		Telephone: 765-747-5205
Signature of Superintendent x 		Date: 6/2/2013

- ➔ Complete and submit this form one time only.
- ➔ Complete a second form, "Priority Application" for each school applying for a school improvement grant.

**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

Corporation Name: Muncie Community Schools		Corporation Number: 1970
Contact for the School Improvement Grant: Mrs. Kathy Ray		
Position and Office: Director of Elementary and High Ability Education	Contact's Mailing Address: 2501 N. Oakwood Ave. Muncie, IN 47304	
Telephone: 765-747-5203	Fax: 765-747-5341	
Email Address: kray@muncie.k12.in.us		
Superintendent (Printed name) Mr. Tim Heller	Telephone: 765-747-5205	
Signature of Superintendent X _____ See Above Form _____	Date: 6/7/13	

- ➔ **Complete and submit this form one time only.**
- ➔ **Complete a second form, "Priority Application" for each school applying for a school improvement grant.**

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an “X” indicating priority and the school improvement model (intervention) selected, based on the “School Needs Assessment” conducted by the LEA. (Add cells to the table as needed to add more schools.)

School Name	Grade Span	Priority	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Sutton Elementary School	K-5	X	X				
2. Wilson Middle School	6-8	X	X				
3.							
4.							
5.							
6.							

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

We will serve all of our Priority schools.

We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

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 occurred. (Individual names are not needed*).

School Name: Sutton Elementary School

School Number: 1509

Stakeholder Group	Mode of Communication	Date
P.L. 221/Title I Committee	Meeting	5/17/13
P.L. 221/Title I Committee	Meeting	Monthly during the 2013-2014 school year; and as needed basis

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' 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 letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Muncie Community Schools assures that it will

Corporation/Charter School Name

- X (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or 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 in 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 Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- N/A (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- X (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- X (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- X (6) 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.

- X “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- X Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Priority School

**School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for *each* Priority school
applying for a school improvement grant.**

School Corporation: Muncie Community Schools

Number: 1970

School Name: Sutton Elementary 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:

Turnaround

Restart

Transformation

Closure

Assurances

Muncie Community Schools assures that it will

Corporation/Charter School Name

- X (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or 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 in 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 Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- N/A (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- X (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- X (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- X (6) Report to the SEA the school-level data required under section III of the final requirements.

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.

- X “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

X Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

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, and the principal and school needs.

Appendix B:

Worksheet #1A: Analysis of Student and School Data Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013 Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
American Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black	51.2%	22	High-More African American students	High- Sutton's African American DNP population

			did not pass ELA test than did pass it.	is more than 12 times that of the state average of African American students who DNP (4%).
Hispanic	N/A/	N/A	N/A	N/A
White	35.5%	38	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	High-Sutton's Caucasian DNP population is more than triple that of the state average of Caucasian students who DNP (10%).
Multi-Racial	52.4%	11	High- More Multi-Racial students did not pass ELA test than did pass it.	High- Sutton's Multi-Racial DNP population is more than 50 times that of the state average of multi-racial students who DNP (1%).
Free/Reduced Lunch	41.1%	65	High-The percentage of DNP free/reduced lunch students is parallel with the school DNP rate.	High- Sutton's free/reduced lunch DNP population is more than triple that of the state average of Caucasian students who DNP (10%).
Limited English Proficiency	N/A	N/A	N/A	N/A
Special Education	67.5%	27	High-Our Special Education students who DNP far exceeds the school's average by more than 25%.	High- Sutton's Special Education total population is doubled that of the state average of Special Education population (12%). Our Special

				Education DNP population is also more than 20% higher than the state average of Special Education students who DNP.
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Mathematics

<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
American Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black	44.2%	19	High – The percentage of African American students who DNP exceeds the schools average by 12%.	High- Sutton’s African American DNP population is more than 8 times that of the state average of African American students who DNP (5%).
Hispanic	N/A	N/A	N/A	N/A
White	26.2%	28	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	High- Sutton’s Caucasian DNP population is more than two and a half times that of the state average of Caucasian students who DNP (10%).

Multi-Racial	28.6%	6	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	High- Sutton's Multi-Racial DNP population is more than 28 times that of the state average of multi-racial students who DNP (1%).
Free/Reduced Lunch	32.9%	52	High-The percentage of DNP free/reduced lunch students is parallel with the school DNP rate.	High- Sutton's free/reduced lunch DNP population is more than doubled that of the state average of Caucasian students who DNP (14%).
Limited English Proficiency	N/A	N/A	N/A	N/A
Special Education	47.5%	19	High-Our Special Education students who DNP far exceeds the school's average by more than 15%.	High- Sutton's Special Education total population is doubled that of the state average of Special Education population (12%). Our Special Education DNP population is also more than 10% higher than the state average of Special Education students who DNP.

<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>Inappropriate 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. An average of 43% of our students did not pass ISTEP+ in the ELA strand of ‘comprehension.’ 2. An average of 42% of our students did not pass ISTEP+ in the ELA strand of ‘literary response and analysis.’ 3. An average of 40% of our students did not pass ISTEP+ in the ELA strand of ‘writing: process.’ 4. An average of 39% of our students did not pass ISTEP+ in the ELA strand of ‘word recognition, fluency, vocabulary.’ 5. An average of 35 % of our student did not pass ISTEP+ in the Math strand of 	<ol style="list-style-type: none"> 1. As a district and as a school, we are lacking a vocabulary list creating a common language amongst students and teachers. 2. Due to a poor daily schedule, 90-minute reading blocks were interrupted and created discontinuity in reading instruction. 3. As due to a poor daily schedule, intervention has not been implemented as effectively as it could. 4. There is a lack of a school-wide writing model, which has created gaps in expectations and common language between grade levels.

<p>'problem solving.'</p>	<p>5. Our students inability to read and comprehend has had an effect on their mathematical ability to problem solve.</p>
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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.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.1%	95.8%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS (3rd grade, Kdgn. Jump Start, Enrichment) BAS (AOK homework program)	SS (3rd grade, Kdgn. Jump Start, Enrichment) BAS (AOK homework program)

7. Discipline incidents*	1251	810
8. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A
9. Distribution of teachers by performance level on LEA's teacher evaluation system	N/A	N/A
10 Teacher attendance rate	92.3%	93.5%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><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“</p> <p><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>
<ol style="list-style-type: none"> 1. Muncie Community Schools have a short school day with only 360 minutes a day, including lunch, special classes, and recess creating constraints in scheduling for core curriculum. 2. Our attendance rate of 95.8% is lower than the state average (96.6%). 3. There is a lack of programming for extended learning, which includes after school programs, summer school, etc. 	<ol style="list-style-type: none"> 1. Our school hours are set by a contract. 2. Our attendance rate is lower due to lower socio-economic status. For example: lack of transportation 3. A lack of after school programming can be attributed to a lack of funding.

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

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school 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
6. Spends most of the time managing the school. 7. Is rarely in the classrooms. 8. Is not knowledgeable about English/ language arts or mathematics instruction. 9. Serves as lone leader of the school 10. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X	X	X		6. Spends great deal of time in classrooms. 7. Conducts frequent walk-throughs. 8. Knows E/LA and mathematics instruction well and is able to assist teachers. 9. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 10. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
8. Is primarily lecture-style and teacher-centered. 9. Places the same cognitive demands on all learners (no differentiation). 10. Is primarily textbook-oriented. 11. Does not include technology.		X	X		8. Includes a variety of methods that are student-centered. 9. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 10. Uses multiple sources beyond textbooks. 11. Includes frequent use of

12. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		technology.
13. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			12.Works in teams, discussing student learning and instructional ideas. 13.Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
14. Instruction is not increased to allow for more student learning time.		X			14. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
<p>7. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>8. Is considered to be the textbook or the state standards.</p> <p>9. Is not aligned within or across grade levels.</p> <p>10. Is not rigorous or cognitively demanding.</p> <p>11. 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.</p> <p>12. Is not differentiated for struggling students.</p>			X		<p>7. Is observed by school leadership that it is being taught.</p> <p>8. Is developed by the district/teachers based on unpacking the state standards.</p> <p>9. Is aligned within and across grade levels.</p> <p>10. Is rigorous and cognitively demanding.</p> <p>11. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>12. Is differentiated for struggling students.</p>
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<p>4. Are not regularly used by teachers.</p> <p>5. Are not routinely disaggregated by teachers.</p> <p>6. Are not used to determine appropriate instructional strategies.</p>			X		<p>3. Are used to implement an aligned instructional program.</p> <p>4. Are used to provide differentiated instruction.</p> <p>3. Are discussed regularly in teacher groups to discuss student work</p>
Professional Development	1	2	3	4	Professional Development
<p>4. Is individually selected by each teacher; includes conferences and conventions.</p> <p>5. Is not related to curriculum, instruction, or assessment.</p> <p>6. Is short, i.e., one-shot sessions.</p> <p>4. Does not include follow-up</p>		X	X		<p>4. Is of high quality and job-embedded.</p> <p>5. Is aligned to the curriculum and instructional program.</p> <p>6. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</p>

assistance, mentoring, or monitoring of classroom implementation.		X			4	Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community	
3. Does not provide extended supports. 4. Does not ensure a safe school and community environment for children.	X		X X			3. Provides social and emotional supports from school and community organizations. 4. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
6. Holds the belief that all students learn the same way. 7. Uses the textbook to determine the focus of study. 8. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 9. 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. 10. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	N/A	X X X			6. Holds the belief that students learn differently and provides for by using various instructional practices. 7. Combines what learners need to know from the standards and curriculum with the needs in their lives. 8. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 9. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 10. Connects curriculum and learning to students' own life experiences as related to race,

					ethnicity or class.
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<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. “</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>
<ol style="list-style-type: none"> 1. Instruction needs to be more differentiated to meet students’ needs. 2. We need to become more culturally competent and aware of our students’ needs and experiences. 3. Classrooms are more textbook-worksheets oriented, rather than hands-on or project-based learning. 	<ol style="list-style-type: none"> 1. Teachers do not have enough training/professional development to effectively differentiate their instruction, specifically during the 90-minute reading block. 2. Lack of training and follow-through with the district’s culturally competent program causes disconnect between teachers and students. 3. Teachers’ fear of change as well as the preparation makes project-based learning less likely to occur in the classroom. 4. Differentiation, cultural competency, and project-based learning are all more cumbersome in planning and take a teacher’s willingness to go beyond the textbook.

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
Required Elements	Required Elements
<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"> 6. Replace the principal who led the school prior to implementing the model. 7. 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 8. 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. 9. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 10. 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"> 3. Establish schedules and implement strategies that provide increased learning time. 4. 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"> 3. 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. 4. 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, ...)
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

Transformation Model
<i>Permissible Elements</i>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <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.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide “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
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <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.
<p><u>Operational Flexibility and Sustained Support</u></p> <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.

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.

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.

II. Selection of Improvement Model

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

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

➤ **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, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: Turnaround

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

Muncie Community Schools was proactive in implementing change at Sutton Elementary School beginning the 2012-2013. A new principal was assigned to lead Sutton toward change and progress. [See Artifact 1](#) The turnaround model is indicative of the 8-step process. [See Artifact 2](#) The turnaround model utilizes data disaggregation, instructional timeline and focus, enrichment, maintenance, and remediation to differentiate instruction to meet the students' needs. Sutton has already been under the supervision of two turnaround specialists from the Indiana Department of Education (IDOE). Ms. Nicole Turner and Ms. Julia Johns have visited Sutton a combination of three times throughout the 2012-2013 school year. Both specialists have provided us with various resources and strategies to implement at Sutton. [See Artifact 3](#)

Throughout the 2012-2013 school year, it was evident we needed a more effective daily schedule that allows staff to increase learning time. With a new schedule, Sutton will create more fluidity during the 90-minute reading block as well as the math block. [See Artifact 4](#) The new schedule will allow for more reading intervention time to reach more at-risk students. Currently we will begin the 2013-14 school year with two intervention teachers. This staffing level will not allow us to service the needs of our intensive and strategic students. This grant allows us to have four intervention teachers; doubling the number of students we are able to service. This will meet more of our students' individual needs and close our gaps in vocabulary, fluency, and comprehension.

The community partnerships Sutton has established were dramatically increased during the 2012-2013 school year. Sutton has utilized Local Connection, which is a partnership between United Way, Covering Up Kids and Families, and Open Door Health Services. [See Artifact 5 and Artifact 6](#) Through their assistance, we are initiating a new Kindergarten Jump Start program three weeks prior to the beginning of the 2013-2014 school year. [See Artifact 7](#) Glad Tidings Church also provides assistance to Sutton in the ways of serving as mentors, hosting monthly breakfasts to foster relationships between the students and their parents, providing supplies and shoes for the students, and various other events. [See Artifact 8](#)

Beginning in the 2013-2014 school year, the Muncie Community Schools will implement a new corporate evaluation. The evaluation was developed with the teacher's association and the administrators at the central office. One difference in the new evaluation will be the frequency of the evaluations. Teachers will be evaluated yearly as compared to every three years as stated in the current contract.

During the 2013-2014 school year, there is a need to provide ongoing professional development specifically focusing on reading instruction during the 90-minute reading blocks as well as strategies and best practices to improve student learning.

Prior to the 2012-2013 school year, the climate and culture at Sutton were on the decline with the teachers and students. Under new leadership, both have improved tremendously. Although improvements were made this year, we will continue to promote a positive school environment. This will include implementing Positive Behavior Intervention and Supports (PBIS) in the 2013-14 school year. [See Artifact 9 and Artifact 10](#)

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

Although there are several components of the turnaround model we are already implementing, there is always room to improve. The principal has already created a new schedule that will be put into operation beginning in the fall of 2013. **See Artifact 4** The schedule will provide increased learning time for students by establishing 90 minutes of uninterrupted reading as well as a math block providing teacher and students with a more effective use of time since our school day is so short. With a more structured schedule, intervention will be enhanced allowing us to reach more at-risk students.

Professional development needs to be continuous and ongoing. Sutton specifically needs educated on how to more effectively utilize the 90-minute reading block with an emphasis on differentiation as well as phonics and phonemic awareness. Best practices in utilizing the 8-step process would also be beneficial for professional development for the 2013-2014 school year. Professional development will allow us to train staff to improve instructional strategies that are research based and aligned with the standards. An effort to improve the school's culture and climate will continue to be a focus for the upcoming school year. Although great strides have been made, a sustained effort will be made utilizing PBIS. More attention to instructional focus must also take place. This can be monitored through lesson planning, collaboration, and frequent classroom walkthroughs. **See Artifact 26**

We will continue to utilize our community partnerships to support our students and staff. Working with Local Connection, Glad Tidings, and Meridian Services, we have goals to help our students in all aspects of their lives, including their social and emotional well-being as well as enhancing their academic experience here at Sutton. **See Artifact 11**

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
<p>I. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p> <p>See Artifact 33 – Rtl Model</p>	X		<p>Over the past several years, Sutton Elementary has lost funding at the district level due to declining population, tax cap hits, and cuts in Title I funding. See Artifact 12 This has resulted in a reduction of Tier 2 intervention teachers. With this reduction, students’ reading scores have declined. Sutton did have 6 intervention teachers a few years ago. To begin the 2013-14 school year, we will begin with 2 intervention teachers to help fill the gaps of struggling readers. This grant adds 2 intervention teachers and a reading coach to help remediate these students. Intervention teachers would work with struggling readers. A reading coach would work with struggling readers and provide</p>

		<p>professional development to classroom teachers. With the addition of new technology into the building, the need also arises for a technology technician and an instructional technician. The technology technician would help with set-up, maintenance, and repair of technology. The instructional technician would work with teachers on best practices to incorporate the new technology into the curriculum. This position would also work with students to make the reading curriculum more interactive and provide real world experiences with technology.</p> <p>In addition to the loss of positions, Sutton has also lost all Title I funds for supplies. We did not have any money during the 2012-13 school year to purchase student supplies or technology. To offset this lack of funding, we feel this grant aligns well to meet our needs.</p> <p>In following the 8-step process, Sutton students attend a daily SUCCESS period to receive</p>
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		<p>remediation, maintenance and enrichment in reading and, writing, and math. See Artifact 2. SUCCESS time encourages teachers to use many hands on activities and have the students engaged and interactive with the curriculum. Different types of games and activities are very useful during these blocks of time.</p> <p>Because of more rigorous standards, Sutton students need more exposure to non-fiction text. This has shown to be a root cause factor in disaggregating our data in the area of reading. This grant would align to Common Core and Indiana standards, and allow us to provide non-fiction/information text to all students. Resources such as, Time, National Geographic, Ranger Rick, and various nonfiction book titles will be used. Also the 8-step process and DIBELS require constant progress monitoring of our students. Non-fiction/informational text sets for progress monitoring such as</p>
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		<p>Sundance would be very beneficial to this process.</p> <p>In addition to the student supplies, technology is in great need at the elementary level. The secondary schools have instituted 1-1 technology for all students with iPads. We would like to integrate this technology into our elementary students. This grant would allow us to put iPads into all intervention groups. The Tier 2 reading and math students would have access to this technology on a daily basis. We believe this interactive technology will support learning and remediation of reading skills. Along with intervention having iPads, a class set will also be available to check out for projects for students in any grade.</p> <p>With our data showing deficiencies in reading scores, a focus will be placed on the Accelerated Reader program. New goals and prize levels have been set for the upcoming school year. This program along with</p>
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		<p>Reading A-Z, and Raz-Kids give our students more opportunities and expose to reading at their levels.</p> <p>Finally, upon advice from our DOE turn-around specialist, Julia Johns, we would like to institute 1-1 technology for our students in grades 3-5 with laptop computers. These students would have individual laptops. These laptops would be used for classroom projects, assignments, and for student testing. This testing would include, ISTEP, Acuity, and additional tests on the horizon such as PARCC or Smarter Balance.</p> <p>With obvious deficits in reading scores, we would like to extend our school day by one hour. The goal of extending the school day would be to provide “intensive” (far below proficiency) and “strategic” (below proficiency) students with an additional hour of reading instruction each day. The extension program will target specific skills and group them accordingly. Group sizes will be smaller to promote</p>
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		<p>effective intervention.</p> <p>Prior to the 2014-2015 and 2015-2016 school years, we would like implement a summer school jump start program for students entering first and student grade. This would target 25 students who are intensive and strategic in reading instruction. The program would help prevent the summer decline most student experience. We are beginning a similar program for incoming kindergarten students prior to the 2013-2014 school. This program is being funded by partnerships with Local Connection: United Way/Open Door/ Glad Tidings. See Artifact 7 and Artifact 8</p>
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>	<p>X</p>	<p>The budget provides the necessary resources to better implement the 8-step process. It provides extended learning time for students and continues to provide professional development for teachers.</p>
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>	<p>X</p>	<p>The appropriate services and resources are listed under each section of the budget.</p>

<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	X		<p>See attached budget.</p> <p>Year 1 – Approximately \$813,000</p> <p>Year 2 – Approximately \$606,000</p> <p>Year 3 – Approximately \$606,000</p>
Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	X		<p>Sutton Elementary is currently implementing the 8-step process. The additional resources will assist and provide students with intentional, rigorous learning opportunities. It will also enhance individual growth of already targeted, at-risk students in reading writing and math during and beyond the school.</p>
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional 	X		<p>The funding we have requested is proportioned with SIG application. The resources provided through the grant align with the 8-step process. The programs and the different services we have selected also align with our current goals found in our PL 221/Title I plan. See Artifact 13</p>

<p>development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</p> <ul style="list-style-type: none"> Funding supports the schools current capacity to improve student achievement 			
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Data portfolios of incoming staff/leaders</i> <i>Highly Qualified in content of contractual agreement</i> <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>We have implemented the 8-step process. All staff members are 'highly qualified.' See Artifact 14</p> <p>Nine teachers currently have more than 20 years of experience. Seven teachers have eleven to fifteen years of experience. Two teachers have six to ten years of experience, and seven teacher have five or less years of experience. Eleven of our 24 certified staff members have also obtained their Master's degrees.</p> <p>In 2013-2014, we will be implementing a new teacher evaluation; however, the current contract does not expire until June 30, 2013. Negotiations will begin after it expires, and a new teacher evaluation process will be established for the fall of 2013-2014. Upon the expiration of the teachers' contract, policy's that currently meet the state guidelines will remain effective. Other components will be</p>

		<p>communicated and collaborated between the teachers' union and the district office. The new teacher evaluation process will follow that of the state guidelines for Indiana. We anticipate using a modified version of the state evaluation model. School performance levels will be included as a percentage of each teachers' and administrators' evaluation. This includes district-level administrators as well. Muncie Community Schools will be held accountable on performance levels. Muncie Community Schools will follow guidelines to be defined by the new evaluation tool (2013-14).</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	<p>X</p>	<p>Sutton has met with the PL 221/Title I Committee and garnered their support. The staff was also presented with the idea of the grant and offered input accordingly. See Artifact 15</p>
<p>9. The district has received the support of parents to fully implement the intervention</p>	<p>X</p>	<p>The parents of Muncie Community Schools have accepted and support the 8-step process for student</p>

<p>model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			improvement.
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Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support 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> 	X		<p>The school board is fully committed and supports the 8-step process. With cost containments taking place, they also fully support the use of funding from grants to increase student achievement. They supported the placement of a new principal at Sutton. Beginning in January of 2013 the school board supported the creation of an administrative assistant at Sutton to implement PBIS, which is also being funded by a grant from the IDOE. See Artifact 9 and Artifact 16</p>

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></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> 	X		<p>The superintendent is fully committed and supports the 8-step process. With cost containments taking place, he also fully supports the use of funding from grants to increase student achievement. He supported the placement of a new principal at Sutton. Beginning in January of 2013 the superintendent supported the creation of an</p>
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<ul style="list-style-type: none"> 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 			administrative assistant at Sutton to implement PBIS, which is also being funded by a grant from the IDOE. See Artifact 9 and Artifact 16
Capacity Task	Yes	No	District Evidence
<p>12. 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> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 	X		Before applying for the SIG, the principal met with the teacher's union building representatives. As members of the PL221/Title I committee, the Sutton representatives fully support the implementation of the turnaround model. See Artifact 15
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities Statewide and national postings External networking 	X		MCS was proactive in assigning a new principal to Sutton Elementary beginning the 2012-2013 school year. See Artifact 1

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		<p>The selection process for the principal of a school is comprehensive including multiple interviews. These take place with the Chief Academic Officer, Human Resource Director, the Chief Financial Officer, and the Director of Elementary Education. The interview process is completed with an interview with the superintendent.</p> <p>The teacher selection process is very similar. Teachers begin with an interview with a building principal and progress to the Superintendent.</p> <p>The transfer policy is outlined in the teachers' contract, which expires June 2013.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to</i> 	X		<p>The timeline is realistic. We have established challenging, yet obtainable goals of improvement over the next three school years. The 8-step process is in place, which guides the monthly interventions. The principal meets monthly with grade level teams to monitor the implementation of the 8-step process and student growth. See Artifact 17 and Artifact 23 We established a monthly instructional focus and objective based on our students' needs. These align with</p>

<p><i>key findings and root causes in SIG application</i></p>		<p>our PL 221 goals, which align with our data. See Artifact 13 Our measureable outcomes come from our formative and summative assessment, which include mClass, STI Assessments, and Acuity.</p>
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Capacity Task	Yes	No	District Evidence
<p>16. 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> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 	<p>X</p>		<p>The Chief Academic Officer and Director of Elementary Education have received extensive training in the 8-step process as well as the building level administrators. Each building has a team that consists of multiple staff members who received ample training in the process as well. The team as well as an outside consultant trained the remainder of the staff. We take part in regular process checks to guarantee the effectiveness of the 8-step process. During the upcoming school year, we will continue monitoring the implementation of the 8-step process and the interventions taking place.</p>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	<p>X</p>		<p>The Superintendent Parent Advisory Committee meets monthly. This allows stakeholders to provide input to the district superintendent and receive updated information about the progress in each school. See Artifact 18 School board meetings are also open to all stakeholders. Sutton has regular PL221 meetings; these are open to the public. They are advertised on the school website as well as monthly newsletters. See Artifact 19 Monthly PTO meetings are also held as a communicator between the stakeholders in our school and the staff. See Artifact 20 We have monthly Family Nights, which allow stakeholders to become involved in the happenings at Sutton. These are promoted on our website, newsletters, and flyers. See Artifact 21 There is documentation of mailings that inform parents of academic progress. These include report cards, midterm grades, IREAD-3, Acuity, ISTEP+, and various other types of parent communicators associated with these assessments. The principal meets monthly with community parents, including Local Connections-United Way, Open Door, and Glad Tidings.</p>
<p>Capacity Task</p>	<p>Yes</p>	<p>No</p>	<p>District Evidence</p>
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p>	<p>X</p>		<p>The Director of Elementary Education is responsible for the Title I funding. The Director of</p>

<p>All models</p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 		<p>Secondary Education is responsible for the funding that relates Title II and Title III. The Director of Special Education is responsible for the funding provided those IDEA, and the Technology Department is responsible for the E-Rate funds. Together, monthly budgets are created and funded out to support the 8-step process and other schools programs. Specifically at Sutton, interventionists and the data coach are paid out of Title I funds as outlined in the PL221 plan. See Artifact 12</p>
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time</i> 	<p>X</p>	<p>We currently have 90-minute blocks of time set aside specifically for reading instruction. With the implementation of a new daily schedule for the 2013-2014 school year, we will be able to increase instructional time as well as have a more effective intervention schedule. See Artifact 4</p> <p>The school is pursuing funding to offer increased educational opportunities outside the school day. This would extend our instructional day by one hour. It would be offered to those students needing extra reading intervention.</p> <p>We will continue offering the AOK program after school to students in</p>
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<p><i>embedded into the school day</i></p> <ul style="list-style-type: none"> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> ● <i>Compensation for extended day is identified by the LEA</i> 		<p>grades 1-5. This program is used for homework help and character education. This program is provided by a grant from A Better Way. Beginning the 2013-2014 school year, the Muncie Public Library will begin a Book Club. We will be targeting our third grade students to improve of IREAD3 scores.</p> <p>A Kindergarten Jump Start program will be offered to 25 students entering kindergarten beginning in the fall of 2013. See Artifact 7 We will create a similar contingent on funding a Jump Start program for students in grades 1 and 2.</p> <p>The district offers summer school for reading remediation. They also offer enrichment programs in the summer for students in the forms of Writing Camp, Novel Camp, and Science Camp. See Artifact 22</p>
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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 taken or *plan to take in school year 2013-2014*.
- 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 B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring</i></p>	<p>At Sutton, we currently follow the 8-step process. See Artifact 2 This process will continue throughout the upcoming school years. This includes tier one instruction provided in the classroom teacher in Reading and Math. Tier two and three offers Reading remediation, which is provided by classroom teachers, intervention teachers, and resource teacher. For the 2013-2014 school year, the school will participate in a school-wide Success time, which will focus on Mathematics and Writing. During this time, students will receive enrichment, maintenance, and</p>

<p>the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of 	<p>remediation instruction based on their needs, which are identified through monthly assessments and continuous progress monitoring of students.</p> <p>For the primary grades, tier two instruction consists of Burst: Reading, which is a literacy intervention program that supplements mClass Reading 3D. Students are selected to participate in Burst based of the results from the BOY, MOY, and EOY testing that is conducted. We service all “intensive” and some “strategic” students. For the intermediate students, intervention is based off corporation assessment. These include, but are not limited to, Acuity, STIA (Locally created Benchmark Assessment), ISTEP, CBM reading, and other various assessments.</p> <p>Part of the 8-step process that we are currently implementing requires grade level teachers to meet weekly to discuss data and curriculum. They identify areas of strengths and weaknesses that need to be targeted. Instruction is adjusted accordingly to meet the needs of the students while trying to increase student achievement. Each grade level also meets monthly with the principal and data coach to discuss data further. See Artifact 17 and Artifact 23 We target specific skills that may be lacking. We also focus on specific students who we may have concerns about their progress. Strategies are shared with one another. The principal and data coach also meet weekly to discuss data and progress monitoring of students. Through continuous conversation between teachers, the principal, and the data coach, we are constantly revising goals and timelines as needed to meet the needs of the students.</p> <p>The Superintendent Parent Advisory Committee meets monthly. This allows stakeholders to provide input to the district superintendent and receive updated information about the progress in each school. See Artifact 18 School board meetings are also open to all stakeholders. Sutton has regular PL221 meetings; these are open to the public. They are advertised on the school website as well as monthly newsletters. See Artifact 19 Monthly PTO meetings are also held as a communicator between the stakeholders in our school and the staff. See Artifact 20 We have monthly Family Nights, which allow stakeholders to become involved in the happenings at Sutton. These are promoted on our website, newsletters, and</p>
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<p>meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>flyers. See Artifact 21 There is documentation of mailings that inform parents of academic progress. These include report cards, midterm grades, IREAD3, Acuity, ISTEP+, and various other types of parent communicators associated with these assessments. The principal meets monthly with community parents, including Local Connections-United Way, Open Door, and Glad Tidings.</p> <p>We are currently pursuing funding that would allow professional development opportunities that would be specific to Sutton Elementary. Through this professional development, we will target English/Language Arts by seeking strategies and best practices to improve the effectiveness of our 90-minute reading block as well as differentiated reading instruction. We would like a consultant available for on-site training on multiple occasions. See Artifact 24 and Artifact 25</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>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:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) 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</p>	<p>In seeing the need for improvement of best practices during the 90-minute reading block, Sutton Elementary began professional development during the 2012-13 school year. Smekens Education provided a two-day workshop on the 90-minute reading block. Five teachers and the principal attended an additional workshop by Smekens in the fall. The workshop material was presented to staff during a professional development session. Professional development was also offered to staff on DOK (Depth of Knowledge) questioning in an effort to bring higher levels of questioning into daily lesson plans and teaching. In addition to these activities, we have begun to screen additional providers for the upcoming school year. We have used our school turn-around specialist, Julia Johns, for assistance in this area. She is also a literacy specialist, which is an advantage for us in improving our reading. She has provided additional contacts and resources in the area of reading to meet our needs. We will be receiving in-service opportunities from John Wolf (IDOE) next school year. In addition to this we have also contacted Smekens Education, Nancy Brown, and Carol McAdams about professional development opportunities in the area of reading. Attached to this document is evidence</p>

<p>each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement</p>	<p>pertaining to the credibility of these as highly qualified professionals See Artifact 24 and Artifact 25 We are looking for assistance in the following areas as indicated in our root cause analysis. These include the 90-minute Reading Block, Differentiated Instruction/Strategies, Whole Group/Small Group/Learning Stations Instructional Model – Effective Core Instruction, and Developing and Managing Differentiated Learning Stations.</p>
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<p>activity providers will be held to the same criteria as external providers.</p>	
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<p>Indicators of LEA Commitment</p>	<p>Description of how this commitment was or will be completed</p>
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment C).</p>	

The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:

- (a) Identifying resources currently being utilized in an academic support capacity;
- (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;
- (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;
- (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);
- (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;
- (f) Redirecting resources that are not being used to support the school improvement process; and

Over the past several years, Sutton Elementary has lost funding at the district level due to declining population, tax cap hits, and cuts in Title I funding. **See Artifact 12**

This has resulted in a reduction of Tier 2 intervention teachers. With this reduction, students have declined in reading. Sutton did have six intervention teachers a few years ago. To begin the 2013-14 school year, we will begin with two intervention teachers to help fill the gaps of struggling readers. This grant adds two intervention teachers and a reading coach to help remediate these students. In addition to the loss of positions, Sutton has also lost all Title I funds for supplies. We did not have any money during the 2012-13 school year to purchase student supplies or technology. To offset this lack of funding, we feel this grant aligns well to meet our needs.

In following the 8-step process, Sutton students attend a daily SUCCESS period to receive remediation, maintenance and enrichment in reading, writing, and math. **See Artifact 2** SUCCESS time encourages teachers to use many hands on activities and have the students engaged and interactive with the curriculum. Different types of games and activities are very useful during these blocks of time.

Because of more rigorous standards, Sutton students need more exposure to non-fiction text. This has shown to be a root cause factor in disaggregating our data in the area of reading. This grant would align to common core and Indiana standards, and allow us to provide non-fiction/information text to all students. Resources such as, Time, National Geographic, Ranger Rick, and various nonfiction book titles will be used. Also the 8-step process and DIBELS require constant progress monitoring of our students. Non-fiction/informational text sets for progress monitoring such as Sundance would be very beneficial to this process.

In addition to the student supplies, technology is in great need at the elementary level. The secondary schools have instituted 1-1 technology for all students with iPads. We would like to integrate this technology into our elementary students. This grant would allow us to put iPads into all intervention groups. The Tier 2 reading and math students would have access to this technology on a daily basis. We believe this interactive technology will support learning and remediation of

<p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>reading skills. Along with intervention having iPads, a class set will also be available to check out for projects for students in any grade.</p> <p>With our data showing deficiencies in reading scores, a focus will be placed on the Accelerated Reader program. New goals and prize levels have been set for the upcoming school year. This program along with Reading A-Z, and Raz-Kids give our students more opportunities and expose to reading at their levels.</p> <p>Finally, upon advice from our DOE turn-around specialist, Julia Johns, we would like to institute 1-1 technology for our students in grades 3-5 with laptop computers. These students would have individual laptops. These laptops would be used for classroom projects, assignments, and for student testing. This testing would include, ISTEP, Acuity, and additional tests on the horizon such as PARCC or Smarter Balance.</p> <p>With obvious deficits in reading scores, we will extend our school day by one hour. The goal of extending the school day would be to provide “intensive” and “strategic” students with an additional hour of reading instruction each day. The extension program will target specific skills and group them accordingly. Group sizes will be smaller to promote effective intervention.</p> <p>Prior to the 2014-2015 and 2015-2016 school years, we will implement a summer school jump start program for students entering first and student grade. This would target 25 students who are “intensive” and “strategic” in reading instruction. The program would help prevent the summer decline most student experience. We are beginning a similar program for incoming kindergarten students prior to the 2013-2014 school. This program is being funded by partnerships with Local Connection: United Way/Open Door/ Glad Tidings. Artifact 7 and Artifact 8</p>
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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>The IDOE will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p>	<p>The central office completely supports our commitment to implement the interventions to increase student achievement at Sutton. School improvement is a priority, and the use of the 8-step process is the district’s effort to improve our students’ education. The financial portion of the SIG will be managed and maintained at central office in consultation with the building principal and PL221/Title I Committee.</p> <p>When assessing, designing, and implementing a policy modification, Sutton follows the policies and guidelines established by Muncie Community Schools.</p> <p>The following staff practices and procedures are outlined in the teacher’s contract: evaluation, hiring, dismissal, transfers, rewards, and retention are outlined in the teacher’s contract. The contract is current until June 30, 2013. Once the contract expires, the district office and the teachers’ association will have meaningful discussion. Discussion efforts between the two parties will be in good faith.</p> <p>Upon the expiration of the teachers’ contract, policy’s that currently meet the state guidelines will remain effective. Other components will be communicated and collaborated between the teachers’ union and the district office. The new teacher evaluation process will follow that of the state guidelines for Indiana. We anticipated using a modified version of the state evaluation model. School performance levels will be included as a percentage of each teachers’ and administrators’ evaluation. This includes district-level administrators as well. Muncie Community Schools will be held accountable on performance levels. Muncie Community Schools will follow guidelines to be defined by the new evaluation tool (2013-14).</p>

<ul style="list-style-type: none"> (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time. 	<p>The building principals are responsible for staff recruitment and placement. This is achieved by selecting applications and conducting interviews of qualified candidates. This includes a thorough review of the candidates' application, transcripts, and secure at least two phone references. Proper recommendation paperwork is then submitted to Human Resources. Applicants are then referred to and interviewed by central office administration, including the superintendent.</p> <p>We are currently pursuing funding to alter the traditional school day and calendar to include additional instructional time for our "intensive" and "strategic" students. We plan to extend the school day by one hour. This hour will be for intensive and strategic students who need additional support in English/Language Arts. All teachers will have the opportunity to participate in the extended hour of schooling. Upon adding an additional hour to the teachers' day, the school will have flexibility with this schedule. The extended hour of school will take precedent over all other after school activities, including athletics and other programming.</p> <p>A first and second grade Jump Start program will also be offered to students prior to the 2014-2015 school year. This will be a three-week program used to give these students additional instructional time as well as a head start to the upcoming school year. We hope to reduce the 'summer slide' students typically experience over the summer.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational 	<p>The 8-step process will be maintained after the funding period ends. This process has been incorporated into our school improvement plan the past four years and will continue to be included. The 8-step process began with training from Pat Davenport and Peggy Hinkley with the support of the IDOE. Our IDOE turn-around specialist, Julia Johns, also supports the 8-step process.</p> <p>Our school corporation implements the 8-step process K-12. All 9 elementary schools, both middle schools, and both high schools follow this process for systemic change. This includes our sister school of Wilson Middle School, who is also eligible for this grant. Sutton Elementary students feed into Wilson Middle School which creates vertical continuity between grade levels and schools. Given the opportunity through this grant we will share resources with Wilson Middle School. Examples of this would include the technology technician and the instructional technician.</p> <p>Title I funding will also be used to help sustain the 8-step process. At the end of the funding period, we will seek other external funding opportunities to help sustain the additional interventionists and specialists we have requested through this grant. Local Connection/United Way and Glad Tidings currently provide for our students in several ways, including funding for the Kindergarten Jump Start program, student supplies, software programs, and various other services at Sutton. We will grow these partnerships, and with their help, we will sustain portions of the programming at the conclusion of this grant.</p>

improvement;

- (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;
- (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;
- (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;
- (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;
- (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;
- (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of

<p>interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	
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4. 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) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

Turnaround Model

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>	Principal was replaced at the beginning of the 2012-2013 school year. See Artifact I	Mr. Eric Grim, Principal	August 2012

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>	Staff effectiveness is measured under the current corporation evaluation process. This process will change for the 2013-2014 school year. At this time, current staff has not been screened and new staff has not been hired.	Mr. Eric Grim, Principal	August 2013- June 2014 (ongoing)

3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i>	This process is done by central office administration.	Mr. Tim Heller, Superintendent	August 2013- June 2014 (ongoing)
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>We use the 8-step process to provide high quality, job-embedded professional development. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-assessment. This data is used to drive instruction and foster professional development for best practices in the classroom. See Artifacts 27, 28, 29, 30, 31, and 32</p> <p>Weekly grade level meetings are held to discuss data and best practices to improve student learning. Weekly between the data coach and principal are held to disaggregate data and monitor classroom data. Monthly data log meetings are also held with each grade level team, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. Students are grouped into Success periods based on their data and receive 30 minutes a day of additional instruction on their needs based on the previous month's data.</p> <p>In addition to the peer-to-peer professional development, the principal and the leadership team will look at external professional development based on our P.L. 221 goals, Title I goals, and data. That professional development will occur before, during, or after school. We will also look at the ability to send teachers to different conferences. Those teachers would bring the strategies back and teach the staff. Professional development will be centered on how to</p>	<p>Mr. Eric Grim, Principal; leadership team</p>	<p>August 2013- June 2014 (ongoing)</p>

	make better use of the 90-minute reading block. This would include, but is not limited to, instructional strategies, centers/work stations, Daily 5, vocabulary, and various best practices techniques.		
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	During the 2012-2013 school year, we worked with Indiana Department of Education turnaround office. We have had three school visits under the supervision of Ms. Nicole Turner and Ms. Julia Johns. We were provided with strategies and resources to improve academic performance and the cultural environment.	Mr. Eric Grim, Principal	October 2012, December 2012, May 2013
6. <i>Use data to implement an aligned instructional program.</i>	We use the 8-step process to use data to implement an aligned instructional program. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-assessments. This data is used to drive instruction each month. See Artifacts 27, 28, 29, 30, 31, and 32 Weekly grade level meetings are held to discuss data and best practices to improve student learning. Weekly meetings between the data coach and principal are held to disaggregate and monitor classroom data. Monthly data log meetings are also held with each grade level team, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. Students are grouped into Success periods based on their data and receive 30 minutes a day of additional instruction on their needs based on the previous month's data. See Artifact 17 and Artifact 23	Mr. Eric Grim, Principal	August 2013- June 2014 (ongoing)

	<p>Within the 8-step process, data shows reading scores are a deficit at Sutton. In order to improve our reading data, we need to implement the 8-step process more effectively and with more fidelity. This includes using data more effectively to better align an instructional program. During the 2013-2014 school year, we plan to use Burst intervention with more fidelity. Burst is an intervention program that aligns with mClass Reading. mClass also offers several other resources that will help better differentiate instruction for our kindergarten through second grade students. It provides small group options as well as suggested activities to target specific skills. In grades three through five, students take Acuity. Acuity also provides online resources which provide an instructional component to the program. We also use STAR Reading and Accelerated Reader. STAR Reader assesses the students and provides an appropriate reading level for each student. This allows for differentiate reading materials to be provided for each child. We also use RAZ Kids, which allows the students to progress through Reading A to Z books at their level and their pace. Although we have a lot of program in place, we need to better utilize them to their fullest potential.</p>		
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>7. <i>Promote the use of data to inform and differentiated instruction.</i></p>	<p>We use the 8-step process to use data to implement an aligned instructional program. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-</p>	<p>Mr. Eric Grim, Principal</p>	<p>August 2013- June 2014 (ongoing)</p>

	<p>assessments. This data is used to drive instruction each month. See Artifacts 27, 28, 29, 30, 31, and 32 Weekly grade level meetings are held to discuss data and best practices to improve student learning. Weekly meetings between the data coach and principal are held to disaggregate and monitor classroom data. Monthly data log meetings are also held with each grade level team, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. See Artifact 17 and Artifact 23 Students are grouped into Success periods based on their data and receive 30 minutes a day of additional instruction on their needs based on the previous month's data.</p> <p>For the 2013-2014 school year, we, as a school, need to work harder at differentiating the instruction to meet our students' needs during the 90-minute block. This is where the professional development component will be beneficial to Sutton. Teachers need to recognize differentiation is not a quick plan. We need to design specific lessons to cater to the needs of our students. This requires multiple plans to be written and implemented for the various students in your classroom.</p>		
<p>8. <i>Provide increased learning time for students and staff.</i></p>	<p>We use the 8-step process to provide increased learning time for students and staff. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-assessment. This data is used to drive instruction and foster professional development for best practices in the classroom. See Artifacts 27, 28, 29, 30, 31, and 32 Weekly</p>	<p>Mr. Eric Grim, Principal</p>	<p>August 2013- June 2014 (ongoing)</p>

	<p>grade level meetings are held to discuss data and best practices to improve student learning. Weekly between the data coach and principal are held to disaggregate data and monitor classroom data. Monthly data log meetings are also held with each grade level team, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. Students are grouped into Success periods based on their data and receive 30 minutes a day of additional instruction on their needs based on the previous month's data. See Artifact 17 and Artifact 23</p> <p>As previously mentioned, Sutton was proactive in creating a new daily schedule for the 2013-2014 school year. See Artifact 4 The use of a new schedule will provide a more effective daily schedule that allows staff to increase learning time. With a new schedule, Sutton will create more fluidity during the 90-minute reading block as well as the math block. The new schedule will allow for more intervention time to reach more at-risk students. We will extend our school day for students to provide them with an additional hour of instruction a day with grant support.</p> <p>Through Local Connection, we are offering a three-week Jump Start program for kindergarten students prior to beginning the 2013-2014 school year. We will create a similar program for incoming students in grades one and two as well. See Artifact 7 and Artifact 8</p>		
<p>9. <i>Provide social-emotional and community-oriented services/supports.</i></p>	<p>Sutton has utilized Local Connection, which is a partnership between United Way, Covering Up Kids and Families, and Open Door Health Services. Through their assistance, we are initiating a new Kindergarten Jump Start program three</p>	<p>Mr. Eric Grim, Principal</p>	<p>August 2013- June 2014 (ongoing)</p>

	<p>weeks prior to the beginning of the 2013-2014 school year. Glad Tidings Church also provides assistance to Sutton in the ways of serving as mentors, hosting monthly breakfasts to foster relationships between the students and their parents, providing supplies and shoes for the students, and various other events.</p> <p>Through working with Local Connection and Glad Tidings our goal is to foster more partnerships throughout the Muncie community to support our students and their needs. This goes beyond the walls of Sutton and extends to their families. We will continue to collaborate with Meridian Services to assist our students socially and emotionally.</p>		
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➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Muncie Community Schools was proactive in the selection of a new principal at Sutton Elementary. **See Artifact 1** The principal began in the fall of 2012. The selection was based on the principal’s effective use of the 8-step process. The principal emphasizes data driven instruction and brings strategies and best practices to the school. The principal also implemented school-wide discipline improvements and will be implementing the PBIS programming in the fall of 2013. As a result of the implementation of school-wide discipline strategies, during the 2012-2013 school we have seen a 30% reduction in out-of-school suspensions as well as a 40% decrease in discipline referrals.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: The corporation needs to develop a rigorous and effective measure to screen current staff.

Timeline: August 2012-July 2013

Budget: none

Action: We need to research effective professional development opportunities to improve our 90-minute reading block as well as best practices and instructional strategies. **See Artifact 24 and Artifact 25**

Timeline: May 2013-August 2013

Budget: none

Action: We have met with Local Connection, Muncie Public Library, and Glad Tidings to create and implement summer school programming as well as after school programming for the 2013-2014 school year. The curriculums of both of these programs are reading-focused.

Timeline: February 2013-present

Budget: none

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 <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	

3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.	X	



Transformation Model

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>			
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>			
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>			

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>			
6. <i>Provide increased learning time for students and staff.</i>			
7. <i>Use data to implement an aligned instructional program.</i>			

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>			
9. <i>Provide mechanisms for family and community engagement.</i>			
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</i>			
11. <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>			

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

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

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 2013-2014 school year.		

Restart Model

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>			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

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 2013-2014 school year.		

School Closure

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>			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

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 2013-2014 school year.		

5. Annual Goals for Priority 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:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
- 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 measurable and aggressive, yet attainable.

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
<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
52% of all students are proficient on ISTEP+ ELA.	65% of all students are proficient on ISTEP+ ELA.	72% of all students are proficient on ISTEP+ ELA.	80% of all students are proficient on ISTEP+ ELA.
68% of all students are proficient on ISTEP + Mathematics.	75% of all students are proficient on ISTEP + Mathematics.	80% of all students are proficient on ISTEP + Mathematics.	85% of all students are proficient on ISTEP + Mathematics.

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 2013-2014, 2014-2015, and 2015-2016.
- 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 D for suggestions)

The total amount of funding for the 1003g Grant falls between the required amounts of 50,000 and 2,000,000. This grant aligns with school corporation funding sources. Title 1 funds support use of research-based instructional practices that are vertically aligned across grade levels and state standards. These funds support the 8-step process and provide intervention teachers, data coach, student supplies, technology, and parent resources. The Director of Elementary Education is responsible for the Title 1 funding. The grant also aligns to district Title II and Title III funds. Title II funds support the recruitment of teaching staff with skills and experience to effectively implement the Turnaround Model. Title III funds support job-embedded staff development aligned to the grant goals. The Director of Secondary Education is responsible for the funding that relates Title II and Title III. The Director of Special Education is responsible for the funding provided those IDEA, and the Technology Department is responsible for the E-Rate funds. Finally, we receive funding locally from Local Connections (Glad Tidings/Open Door/United Way) that 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. Together, monthly budgets are created from these funds and funded out to support the 8-step process and other schools programs.

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

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
<p>1. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>			
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>			
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>			
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>			
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>			

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<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 			
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<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			
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<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support 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>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></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>12. 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> <p><i>Turnaround, Transformation Models</i></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>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 			
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<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. <i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			
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<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none">○ <i>Saturday intervention</i>○ <i>Before or after school enrichment/remediation</i>○ <i>School vacation weeks</i>● <i>Compensation for extended day is identified by the LEA</i>			
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Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<ul style="list-style-type: none"> • Full completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • All of the required data sources have been provided • All of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate. 	<ul style="list-style-type: none"> • Some completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • Some of the required data sources have been provided • Some of the analysis (findings) from the data and the root cause analysis is accurate • A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated 	<ul style="list-style-type: none"> • No completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • <i>Little or no</i> use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

<p style="text-align: center;">Exceptional 3 points</p>	<p style="text-align: center;">Adequate 2 points</p>	<p style="text-align: center;">Inadequate 1 point</p>
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

(3) Align other resources with the interventions.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

<p style="text-align: center;">Exceptional 3 points</p>	<p style="text-align: center;">Adequate 2 points</p>	<p style="text-align: center;">Inadequate 1 point</p>
<p>There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

(5) Sustain the reforms after the funding period ends.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.</p>

Attachment C: Budget

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2013 - 2014

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)						
				TOTAL SALARIES		
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.						
				<i>Additional 5 school days</i>		\$ 35,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			Substitute teachers, travel expenses, registration	\$10,000	
	in-state			Substitute teachers, travel expenses	\$5,000	

	TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
	TOTAL CONTRACTED SERVICES		
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		
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

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

<i>QUANTITY</i>	<i>DESCRIPTION</i>	<i>UNIT PRICE</i>	<i>TOTAL PRICE</i>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

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

<i>QUANTITY</i>	<i>DESCRIPTION</i>	<i>UNIT PRICE</i>	<i>TOTAL PRICE</i>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

LEA/GOVERNANCE: *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

A large, empty rectangular box with a thin black border, intended for listing LEA-level activities and their associated budgeted amounts. The box is currently blank.

		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS	\$ -	\$ -

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS	\$ -	\$ -

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2015 - 2016

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)						
				TOTAL SALARIES		
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.						
				<i>Additional 5 school days</i>		
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					
				TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						

		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

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

Element of the Intervention	Intervention	Resource
Federal Resources		
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 (school wide 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
State Resources		
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

Attachment F: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal	○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the principal to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	○ LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i>	○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	○ LEA calibrates and tracks the effectiveness of staff using classroom observations or another single source to determine effectiveness	

	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model 	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model 	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by the school or district; interview questions are of insufficient nature to determine staff's willingness to implement the model 	
	<ul style="list-style-type: none"> ○ Less than 50 percent of the staff is rehired 	<ul style="list-style-type: none"> ○ 50 percent of the staff is rehired 	<ul style="list-style-type: none"> ○ More than 50 percent of the staff is rehired 	
3. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> ○ Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> ○ Recruitment and retention of staff includes at least two strategies known to be effective, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> ○ Strategies for recruitment and retention do not correspond with strategies known to be effective 	
	<ul style="list-style-type: none"> ○ Mentors and/or coaches are provided for all staff 	<ul style="list-style-type: none"> ○ Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels 	<ul style="list-style-type: none"> ○ Mentors nor coaches are included 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need 	<ul style="list-style-type: none"> ○ Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need 	<ul style="list-style-type: none"> ○ Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need 	

	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Adopt a new governance structure	<ul style="list-style-type: none"> ○ Creates a <i>new</i> turnaround office with an appointed turnaround leader who has <i>significant and successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ Creates a <i>new</i> turnaround office and/or appoints a turnaround leader with <i>successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ <i>Reshuffles or redesigns</i> its current structure rather than creating a turnaround office and appointing a turnaround leader 	
	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school 	
6. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> ○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA provides <i>some assessments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA <i>provides minimal</i> assessments with no data; technology is not used 	

	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ <i>LEA rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
7. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ <i>Rarely provides</i> time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
8. Provide increased learning time for students and staff	<ul style="list-style-type: none"> ○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> ○ Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> ○ Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> ○ Time is of <i>extensive length</i> (at least 300 hours) to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is of <i>sufficient length</i> (at least 180 hours) to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is <i>not of sufficient length</i> (90 hours or less) to create change 	
9. Provide social-emotional and community-oriented services/supports	<ul style="list-style-type: none"> ○ Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) 	<ul style="list-style-type: none"> ○ Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) as needed 	<ul style="list-style-type: none"> ○ Does not collaborate with external organizations; support to families is <i>limited</i> 	

	<ul style="list-style-type: none"> ○ Works with community to provide on-going and consistent <i>family and community engagement activities</i> 	<ul style="list-style-type: none"> ○ Works with community to provide limited <i>family and community engagement activities</i> 	<ul style="list-style-type: none"> ○ <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i> 	

Total Score _____/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	

development, have not.	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration,</i> 	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	<i>coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i>	
	○ <i>Mentors and/or coaches are provided</i> for all staff	○ <i>Mentors and/or coaches are provided</i> for identified groups of teachers, such as newer teachers or those changing grade levels	○ <i>Mentors nor coaches are included</i>	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
7. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal assessments with no data</i> ; technology is not used	

	program			
	<ul style="list-style-type: none"> LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> LEA rarely provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Rarely provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	
10. Give school sufficient	<ul style="list-style-type: none"> LEA provides a 	<ul style="list-style-type: none"> LEA provides a document or plan 	<ul style="list-style-type: none"> LEA does not provide a document or 	

operational flexibility	comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school	that indicates areas that will grant <i>minor</i> operational decisions to the school	<i>plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i>	○ <i>Some</i> supports detailed; occur <i>throughout the year</i>	○ <i>No</i> supports are described; support appears <i>sporadic</i>	
	○ Multiple support for <i>both</i> teachers and principals are in place	○ Some supports for <i>both</i> teachers and principals are in place	○ Support <i>for both</i> teachers and principals are not in place or transparent	
	○ Provided by external, <i>experienced leaders</i> in change and in the school model	○ Provided by <i>external leaders</i> in change with knowledge of the identified school model	○ Provided by district staff or others <i>without proven track records</i> in school change or the model	

Total Score _____/66