# 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:<br><br>Fort Wayne Community Schools | Corporation Number:<br><br>0235 |
| Contact for the School Improvement Grant:<br><br>Kimberly L. Brooks | |
| Position and Office:<br><br>Title I Manager | Contact's Mailing Address:<br><br>1200 S. Clinton St.<br>Fort Wayne, IN 46802 |
| Telephone:<br><br>260-467-2100 | Fax:<br><br>260-467-1978 |
| Email Address:<br><br>kimberly.brooks@fwcs.k12.in.us | |
| Superintendent (Printed name)<br><br>Wendy Robinson | Telephone:<br><br>260-467-2025 |
| Signature of Superintendent<br><br>X __Wendy Robinson_____ | Date:<br><br>June 10, 2013 |

➔ **Complete and submit this form one time only.**

➔ **Complete a second form, "Priority Application" for *each* school applying for a school improvement grant.**

## 1. 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. Harrison Hill Elementary | PreK – 5 | X | | X | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |

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

☐**X** 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 pro
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:** Harrison Hill Elementary **School Number:** 0178

| Stakeholder Group | Mode of Communication | Date |
|---|---|---|
| Quality Improvement Team--school administrators, teachers, parents, and community members | meeting | May 14, 2013 |
| PTA—parents and staff members | meeting | May 14, 2013 |
| Staff—faculty and paraprofessionals | meeting | May 16, 2013 |
| | | |
| | | |

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

| Stakeholder Group | Mode of Communication | Date |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

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

| Stakeholder Group | Mode of Communication | Date |
|---|---|---|
| | | |

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

| Stakeholder Group | Mode of Communication | Date |
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*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

_____Fort Wayne 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;

_____ (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.

- ☐ "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 Fort Wayne Community Schools Number 0235

School Name Harrison Hill 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

☐ **X** Transformation ☐ Closure

## Assurances

_____Fort Wayne 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;

_____ (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.

☐ "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) |
|---|---|---|---|---|

**English/Language Arts**

| | | | | |
|---|---|---|---|---|
| *Example:* LEP | 75% | 52 | High - have been in U.S. 3 or more years | High - no prior formal schooling; from non-Western culture |
| Black - ISTEP | 47% | 53/113 | High – 14% lower than overall | High- Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented.<br>General curriculum in place not fully implemented or enforced by leadership team. |
| Asian - ISTEP | 43% | 6/14 | High – 10% lower than overall group | High - Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented.<br>General curriculum in place not fully implemented or enforced by leadership team. |

| | | | | |
|---|---|---|---|---|
| Overall - ISTEP | 33% Spring 2012 compared to 24% 2011 | 2012 – 107/321<br><br>2011 – 80/339 | High – Significant reduction in growth of overall students.<br>2011 – 50% growth<br>2012 – 29% growth | Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented.<br>General curriculum in place not fully implemented or enforced by leadership team. |
| 1st Grade DIBELS | 34% | 37/108 | High – only 5% growth from beginning to middle of year | High - Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented.<br>General curriculum in place not fully implemented or enforced by leadership team.<br>Intervention provided by interventionist and guided reading instruction do not always match. Professional development is being provided by building coaches and district coaches to teachers in providing more specific guided reading instruction within the 90 minute block. |
| 2nd grade DIBELS | 61% | 77/126 | | High - Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented.<br>General curriculum in place not fully implemented or enforced by leadership team.<br>Intervention provided by interventionist and guided reading instruction do not always match. Professional development is being |

| | | | | |
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| | | | | provided by building coaches and district coaches to teachers in providing more specific guided reading instruction within the 90 minute block. |

**Mathematics**

| | | | | |
|---|---|---|---|---|
| Black - ISTEP | 53% | 60/113 | High – 16% lower than overall | Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented.<br>General curriculum in place not fully implemented or enforced by leadership team. |
| Asian - ISTEP | 43% | 6/14 | High-6% lower than overall | Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented. General curriculum in place not fully implemented or enforced by leadership team. |
| Overall - ISTEP | 37% Spring 2012 compared to 29% 2011 | 2012 – 119/321<br><br>2011 – 99/339 | High – Significant reduction in growth of overall students.<br>2011 – 47% growth<br>2012 – 20% growth | Targeted instruction for specific subgroup. Culturally responsive academic interventions not fully implemented.<br>General curriculum in place not fully implemented or enforced by leadership team. |

| **What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?** | **What is at the "root" of the findings? What is the underlying cause?** |
|---|---|
| *Inappropriate example:* Students from Mexico aren't doing well in school. "<br><br>*Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."<br><br>*Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'." | *Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."<br><br>*Appropriate example:* "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." |
| 34% of our first grade students did not meet benchmark status on DIBELS with only 5% growth between testing data points.<br>61 % of our second grade students did not meet benchmark status on DIBELS.<br>Overall attendance of student population remained the same from school years 2010-2011.<br>Overall attendance of teacher population was 90.9% 2011-2012<br>47% of our black students with did not pass ISTEP+ in the E/LA portion of the test<br>53% of our black students with did not pass ISTEP+ in the Math portion of the test<br>43% of our Asian students with did not pass ISTEP+ in the E/LA or Math portion of the test<br>Overall student population growth on ISTEP+ dropped significantly from spring 2011 and 2012. Overall growth % dropped from 50% growth to 29% growth in E/LA. Overall student growth dropped from 47% to 20% in Math. | 1st Grade - School principal did not ensure strong accountability for student instruction in primary grades.<br><br>Attendance - No strategies implemented to engage parents and students as school partners to understand the importance of student attendance<br><br>Overall Growth - Lack of connection between students and staff in relationship to the academic process and behaviors needed for a successful learning environment.<br><br>3rd Grade - Fidelity to the core of precise instruction by teachers<br><br>4th Grade - Multiple long term substitutes and multiple first year teachers in ISTEP grade levels that were not proficient in the instruction of writing processes, Nonfiction, and literary text. Professional development and implementation of staff members in regards to student management and behaviors was inadequate.<br><br>5th Grade - Multiple long term substitutes and multiple first year teachers in ISTEP grade levels that were not proficient in the instruction of Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Problem Solving, and Data Analysis. Professional development and implementation of staff members in regards to |

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| | student management and behaviors was inadequate. |

## 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 | 69,300 | 69,300 |
| 2. Dropout rate* | **NA** | **NA** |
| 3. Student attendance rate<br>(must be a percentage between 0.00 and 100.00) | 95.4% | 95.4% |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | **NA** | **NA** |
| 5. Number of students completing dual enrollment classes | **NA** | **NA** |
| 6. Types of increased learning time offered<br>LSY- Longer School Year<br>LSD- Longer School Day<br>BAS-Before/After School<br>SS- Summer School<br>WES-Weekend School<br>OTH-Other | BAS<br>SS | BAS<br>SS |
| 7. Discipline incidents* | 684 | 467 |
| 8. Truants<br>(# of unduplicated students, enter as a whole number) | **NA** | **NA** |
| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | Ineffective- 0<br>Needs Improvement- 10<br>Effective- 31<br>Highly Effective - 5 | Ineffective- 0<br>Needs Improvement- 2<br>Effective- 32<br>Highly Effective - 9 |

| | | |
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| 10 Teacher attendance rate | 91.8% | 90.9% |

*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? | What is at the "root" of the findings? What is the underlying cause? |
|---|---|
| *Inappropriate example:* "Teachers are absent a lot."<br><br>*Appropriate example: "Teachers* on average are out of the classroom 32 days of the school year." | *Inappropriate example:"* Teachers don't feel like coming to school"<br><br>*Appropriate example:* "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" |
| Overall attendance of student population remained the same at 95% from school years 2010-2011.<br><br>Overall attendance of teacher population was 90.9% 2011-2012<br><br>Student discipline referrals dropped from 684 from 2011-2012 school year in comparison to 467 in the 2012-2013 school year. | Attendance - No strategies implemented to engage parents and students as school partners to understand the importance of student attendance. No incentives provided that increased student attendance.<br>School wide expectations and procedures at all grade levels at all times (Positive Behavioral Interventions and Supports-PBIS) have been successfully implemented. Quarterly reviews of the FWCS Code of Conduct have been completed.<br>Teachers and students have been given a colored level system to be kept in their room. Tier 1 Corrective responses are taking place and documented. Students will be referred to verbal redirection, character development, opportunities to use "Safe Spot"-"Buddy Room"- or Time out in academic-based ISS before a referral is written per Code of Conduct implemented by FWCS. Students receive instruction on appropriate behavior through ISS, teacher, and regular conferencing with building administrators and case manager. Staff expectations in appropriate instruction, engagement, and behavior modification procedures reviewed. Specific action steps taken towards student actions and corrective response. Actions taught and implemented in the classroom for Tier 1 and 2 Support.<br>High Soaring Hawk (HHH) program implemented. High Soaring Hawk is a student with model behavior, attendance, and efforts within the classroom. HHH students can be identified because they wear a yellow lanyard |

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|---|---|
| | with plastic protective sleeve. Students are recognized as building student leaders. Recognized at assemblies, escorts in the building, free passing time and other bonuses have been allowed for HHH. QIT and PBIS team have made remarks that they are getting reports from teachers that other students are working to improve their independent learning and behavior in order to achieve this status. Hawk Hurrahs are being distributed for outstanding behavior. Currently the students have been able to enter their Hawk Hurrahs in a drawing and prizes distributed. This method has been lost with grades 3-5, specifically 4th and 5th grades. QIT and PTA are committing to a joint venture to open a school store and allow students to purchase items with their Hawk hurrahs for more tangible, specific, and personally driven rewards for good behavior (Hawk Hut). |

## 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. | X | | | | 1. Spends great deal of time in classrooms. |
| 2. Is rarely in the classrooms. | X | | | | 2. Conducts frequent walk-throughs. |
| 3. Is not knowledgeable about English/ language arts or mathematics instruction. | | X | | | 3. Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. Serves as lone leader of the school | X | | | | 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | | x | | | 5. Is not bound by seniority rules in hiring and placement of teachers. |
| **Instruction** | **1** | **2** | **3** | **4** | **Instruction** |
| 1. Is primarily lecture-style and teacher-centered. | | | X | | 1. Includes a variety of methods that are student-centered. |
| 2. Places the same cognitive demands on all learners (no differentiation). | | X | | | 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. Is primarily textbook-oriented. | | X | | | 3. Uses multiple sources beyond textbooks. |
| 4. Does not include technology. | | 11. | | | 4. Includes frequent use of technology. |
| 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | X | | | 5. Works in teams, discussing student learning and instructional ideas. |
| 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | | X | | | 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. |
| 7. Instruction is not increased to allow for more student learning time. | | X | X | | 7. Schedules and strategies provide for increased student learning time. |

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| Curriculum | 1 | 2 | 3 | 4 | Curriculum |
|---|---|---|---|---|---|
| 1. Leadership does not observe or evaluate teachers for use of the curriculum.<br>2. Is considered to be the textbook or the state standards.<br>3. Is not aligned within or across grade levels.<br>4. Is not rigorous or cognitively demanding.<br>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.<br>6. Is not differentiated for struggling students. | | X | X<br>X | X<br>X<br>X | 1. Is observed by school leadership that it is being taught.<br>2. Is developed by the district/teachers based on unpacking the state standards.<br>3. Is aligned within and across grade levels.<br>4. Is rigorous and cognitively demanding.<br>5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.<br>6. Is differentiated for struggling students. |
| **Data - Formative Assessments** | **1** | **2** | **3** | **4** | **Data - Formative Assessments** |
| 1. Are not regularly used by teachers.<br>2. Are not routinely disaggregated by teachers.<br>3. Are not used to determine appropriate instructional strategies. | | X | X<br>X | | 1. Are used to implement an aligned instructional program.<br>2. Are used to provide differentiated instruction.<br>3. Are discussed regularly in teacher groups to discuss student work |
| **Professional Development** | **1** | **2** | **3** | **4** | **Professional Development** |
| 1. Is individually selected by each teacher; includes conferences and conventions.<br>2. Is not related to curriculum, instruction, or assessment.<br>3. Is short, i.e., one-shot sessions.<br>4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | | | X<br>X | X<br>X | 1. Is of high quality and job-embedded.<br>2. Is aligned to the curriculum and instructional program.<br>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.<br>4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| **Parents, Family, Community** | **1** | **2** | **3** | **4** | **Parents, Family, Community** |
| 1. Does not provide extended supports.<br>2. Does not ensure a safe school and community environment for children. | X | X | | X | 1. Provides social and emotional supports from school and community organizations.<br>2. Creates a safe learning environment within the school and within the community.<br>3. Includes use of advisory periods to build student-adult relationships. |

| Cultural Competency | 1 | 2 | 3 | 4 | Cultural Competency |
|---|---|---|---|---|---|
| 1. Holds the belief that all students learn the same way. | | X | | | 1. Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. Uses the textbook to determine the focus of study. | | X | | | 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | | X | | | 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. | | | X | | 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |
| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | X | | | | 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

| **What are the key findings from the self-assessment of high-performing schools?** | **What is at the "root" of the findings? What is the underlying cause?** |
|---|---|
| *Appropriate example:* "We don't have a curriculum aligned across grade levels."<br><br>*Appropriate example:* "We only teach flags, festivals and foods with our students. " | *Appropriate example"* We don't know how to align our curriculum across grade levels."<br><br>*Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons." |
| Principal conducted inconsistent and infrequent snapshots in primary classrooms.<br><br>Principal did not ensure PD provided was not aligned within the instruction in the classroom. Fidelity to the model was not provided for all students in the whole group or small group setting.<br><br>Specific student attendance issues were not addressed | School principal did not ensure strong accountability for student instruction (whole or detailed small group) in primary grades.<br><br>No strategies implemented to engage parents and students as school partners to understand the importance of student attendance.<br><br>Overall Growth - Lack of connection between students and staff in relationship to the academic process and behaviors needed for a successful learning environment.<br><br>Lack of fidelity to the core of precise instruction by teachers |

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|---|---|
| Professional development and implementation regarding school culture and student behaviors were not provided for all staff members or accountability enforced. | Multiple long term substitutes and multiple first year teachers in ISTEP grade levels that were not proficient in the instruction of writing processes, Nonfiction, and literary text.<br><br>Professional development and implementation of staff members in regards to student management and behaviors was inadequate.<br><br>Multiple long term substitutes and multiple first year teachers in ISTEP grade levels that were not proficient in the instruction of Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Problem Solving, and Data Analysis. |

## II. Selection of Improvement Model

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

☐ Turnaround ☐ Restart
**X** Transformation ☐ 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* _____Transformation_____

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

Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. Establish schedules and implement strategies that provide increased learning time. 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. Promote the continuous use of student data to inform and differentiate instruction and increase in rigor. Institute a system for measuring changes in instructional practices resulting from professional development. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. Implement a school wide "response–to–intervention" model. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. Use technology-based supports for all students. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. Implement approaches to improve school climate and discipline. Current school program offer full-day kindergarten or pre-kindergarten.

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

Replace the principal who led the school prior to implementing the model. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth and multiple assessments. Evaluations are developed with teacher and principal. Remove those providing instruction that, after opportunities have been provided to improve, have not. 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. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. Provide professional development and implementation of staff members in regards to student management and behaviors.

## 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 |
|---|---|---|---|
| 1. The budget includes attention to each element of the selected intervention.<br>*All models* | x | | See attached budget |
| 2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.<br>*All models* | x | | See attached budget |
| 3. Projected budgets meet the requirements of reasonable, allocable, and allowable.<br>*All models* | x | | See attached budget |

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| 4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school.<br>*All models* | x | | See attached budget |
| **Capacity Task** | **Yes** | **No** | **District Evidence** |
| 5. The district has the resources to serve the number of Priority schools that are indicated.<br>*All models* | x | | The district has the ability to serve but not fully fund. |

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| 6. A clear alignment exists between the goals and interventions model and the funding request (budget).<br>*All models*<br>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application<br>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions<br>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application<br>• Funding supports the schools current capacity to improve student achievement | x | | Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application. All funding will be directly applicable to identified need. Funding will directly impact the school's improvement processes for supporting prescriptive and intentional designed interventions for all students and targeted subgroups.<br>Funding of programs, models, professional development, and staff will be directly linked to a School Improvement Goal identified in the SIG application. Funding supports the school's current capacity to improve student achievement |

| Capacity | Yes | No | District Evidence |
|---|---|---|---|
| 7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.<br>*All models*<br>• *Data portfolios of incoming staff/leaders*<br>• *Highly Qualified in content of contractual agreement*<br>• *Samples of implemented school improvement plans with documented outcomes using data* | **X** | | All staff members are highly qualified to meet Title I requirements currently in place.<br><br>School Improvement Plan updated with school leadership/QIT each year. |

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| 8. The district has received the support of the staff to fully implement the intervention model.<br>*All models*<br>• *Staff Assurances*<br>• *Staff Surveys*<br>• *Staff Needs Assessments* | **X** | | Staff assurances. Comments and suggestions were solicited and none were received. |

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| 9. The district has received the support of parents to fully implement the intervention model.<br>*All models*<br>• *Parent Meeting Agendas*<br>• *Parent Surveys* | | | Parent/PTA assurances. Comments and suggestions were solicited and none were received. |

| **Capacity Task** | **Yes** | **No** | **District Evidence** |
|---|---|---|---|
| 10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.<br>*All models*<br>• *School Board Assurances*<br>• *School Board Meeting Minutes from proposal and or discussion*<br>• *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an* | **x** | | FWCS Mission, Vision, Values and Goals approved by the school board support the interventions which would be funded SIG grant.<br><br>I. Achieve and Maintain Academic Excellence<br>▪ Eliminate the achievement gap among |

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| *appointed turnaround leader having significant and successful experience in changing schools* | | | all groups of students by maximizing the achievement of all.<br><br>II. Engage Parents and the Community<br>▪ Engage all segments of the community to support the education of young people.<br>III. Operate Effectively with Integrity and Fiscal Responsibility<br>▪ Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning. |

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| 11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.<br>*All models*<br>• *Superintendent Assurance*<br>• *School Board Meeting Minutes from proposal and or discussion*<br>• *Superintendent SIG Presentation*<br>• *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* | x | | Superintendent assurances<br>(See attached signature) |
| **Capacity Task** | **Yes** | **No** | **District Evidence** |
| 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. | X | | Staff assurances. Comments and suggestions were solicited and none were received. |

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| *Turnaround, Transformation Models*<br>• *Teacher Union Assurance*<br>• *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model* | | | |

| **Capacity Task** | **Yes** | **No** | **District Evidence** |
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| 14. The district has a robust process in place to select the principal and staff.<br>*Turnaround, Transformation Models*<br>• *Principal and staff hiring practices*<br>• *Principal and staff transfer policies/procedures*<br>• *principal and staff recruitment, placement and retention procedures* | **x** | | Search Soft hiring process<br><br>Staff evaluation<br><br>Principal/administration evaluation process<br><br>Transfer process<br><br>Human resources and set guidelines and procedures in place for hiring and retention of all staff. |
| 13. The district has the ability to recruit new principals.<br>*Turnaround, Transformation Models*<br>• *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities*<br>• *Statewide and national postings*<br>• *External networking* | **x** | | Partnerships with outside educational organizations<br><br>Attend job fairs and recruitment<br><br>External Networking |

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| 15. The timeline is detailed and realistic, | | | Monthly focus with identified objectives |

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| demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.<br>*All models*<br>• *Monthly focus with identified objectives*<br>• *Smart Goals*<br>• *Measurable Outcomes (consisting of transformative, formative, and summative data)*<br>• *Streamline and scaffold focus aligned to key findings and root causes in SIG application* | **x** | | Smart Goals per grade level<br><br>Measurable outcomes (DIBELS, ACUITY, ISTEP + E.LA and Math, Behavioral Referrals) by overall %'s and subgroups |

| **Capacity Task** | **Yes** | **No** | **District Evidence** |
|---|---|---|---|
| 16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.<br>*Turnaround, Transformation, Restart Models*<br>• *Professional Development sign in sheets aligned to SIG funded PD*<br>• *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)* | **X** | | Professional Development sign in sheets aligned to SIG funded PD as well as current sign in sheet accountability to meet Title I standards. Support framework of district staff aligned to areas of need as identified in the SIG application as well as current support from district coaches |

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| 17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.<br>*All models*<br>• *Town Hall Meetings*<br>• *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)*<br>• *Town Hall sign in sheets*<br>• *Community Partner Assurances*<br>• *Documentation of mailings* | **X** | | Monthly Parent involvement nights<br><br>Monthly presentations on school improvement |

| **Capacity Task** | **Yes** | **No** | **District Evidence** |
|---|---|---|---|
| 18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.<br>*All models*<br>• *Title I*<br>• *Title II*<br>• *Title III*<br>• *IDEA*<br>• *E-Rate*<br>• *TAP* | **X** | | Title I<br><br>Title II<br><br>Title III<br><br>IDEA |

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| 19. The district demonstrates the ability and commitment to increased instructional time.<br>*Turnaround, Transformation Models*<br>• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*<br>• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*<br>• *A needs assessment has been completed to identify areas where extended time can be most effectively used*<br>• *Increased learning time is structured as a vehicle to support differentiated learning (ex :…)*<br>  ○ *An additional block of time* | **X** | | Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar through intervention services in addition to 90 minute literacy block. Increased learning time for students is tiered and supported by licensed and/or highly qualified educators as mandated by Title I and district requirements. Data assessments have been completed to identify areas where extended time can be most effectively used as an additional block of time embedded into the school day. Increased learning time is structured as a vehicle to support |

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| *embedded into the school day*<br>○ *Summer enrichment/remediation*<br>○ *Saturday intervention*<br>○ *Before or after school enrichment/remediation*<br>○ *School vacation weeks*<br>• *Compensation for extended day is identified by the LEA* | | | differentiated learning. Summer enrichment/remediation for IREAD 3 and ESY students. After school enrichment/remediation in place. School vacation weeks implemented throughout the district (Summer, December holiday and spring break). |

## 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 |
|---|---|
| **1. Design and implement school intervention model consistent with federal application requirements.**<br><br>***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:***<br><br>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;<br><br>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement | E/LA - 75% of 3rd, 4th and 5th grade students will score in tiers 3and 4 on the first quarter Diagnostic Acuity. 80% of students will score in tiers 3 and 4 on the Diagnostic Acuity in quarters 2, 3, and 4. Teachers will match Acuity Lessons to weekly standards addressed in the core curriculum. Teachers will utilize the Student Assignment piece after the first quarter Predictive Acuity is given. Teachers will utilize DIBELS Next data to drive small group instruction with increased emphasis on fluency and comprehension. Teachers will utilize SBRR fluency strategies in workstations and provide lesson planning that aligns with instruction being provided upon review to building principal and coach assigned to intervention. Teachers will collaborate to study the impact of instruction on mastery of indicators and plan further actions for students who did not show mastery. PD provided by coach on Acuity Site. Creating student standard based lessons and assigning lessons to students once the Diagnostic data comes back at the end of each quarter. PD for analyzing student errors from progress monitoring and BOY DIBELS data. All grade level teachers will provide leveled reading fluency practice each day in workstations for intensive |

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| activities;<br><br>(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;<br><br>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;<br><br>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;<br><br>(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;<br><br>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),<br><br>(h) Maintaining accurate documentation of meetings and communications,<br><br>(i) Following and/or revising schedules, goals, and timeline as needed, and<br><br>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline. | and strategic Distracter analysis used and applied to differentiated skill group instruction to align with specific student need.<br><br>Primary grade level focus K-2: Providing daily small group instruction based on SBRR for small group instruction and intervention instruction imbedded within the school day. Teachers will continue to provide explicit whole group instruction using core reading curriculum. Progress monitoring all students at varied levels (intensive – weekly, Strategic – biweekly, and benchmark students one time per month). Utilize data from DIBELS Next to guide small group instruction. Second grade teachers will progress monitor students' NWF scores until they reach 54 recoded sounds per minute (or equals 13 nonsense words). All primary teachers will provide leveled reading fluency practice each day in workstations for intensive and strategic<br><br>Teachers will implement daily use of SBRR strategies and planned in formal format to be reviewed by building coach and building principal. Teachers will collaborate to evaluate effectiveness of SBRR strategies being utilized and share differentiation ideas in collaboration and planning two times per week (Monday and Friday). Strengthen the implementation of Fluency workstation. Explicit whole group instruction through professional development and grade level collaboration. Utilize DIBELS Next data to drive small group instruction with emphasis on fluency and comprehension. Differentiated small group instruction based on student driven data points. Utilize core reading phonic focus poems. Weekly collaboration with peers and instructional coach(es) will identify students who need a differentiated approach. Professional development on differentiated small group instruction by whole staff, grade level teams, and through individual data meetings with building principal. All planning and direct service changes will be implemented in School Improvement Plan submitted to the IDOE including use of technology. |
| | Rationale for Action* |
| | Black – ISTEP E/LA not passing = 47% ISTEP Math not passing = 53%<br>Asian – ISTEP E/LA not passing = 43% ISTEP Math not passing = 43%<br>Overall drop in growth E/LA from 2011 to 2012 went from 50% to 29%<br>Overall drop in growth Math from 2011 to 2012 went from 47% to 20%<br>First grade DIBELS – 34% not at benchmark only 5% growth<br>Second Grade DIBELS – 61% not at benchmark |

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| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
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| **(2) The LEA has or will recruit, screen, selects and support appropriate external providers.** ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:***<br><br>(a) Identifying external providers based on each school's SIG needs;<br><br>(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 each schools identified SIG needs;<br><br>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;<br><br>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;<br><br>(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,<br><br>(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.<br><br>(g) Assessing the monitoring of records for quality and frequency of supports provided by | Baruti Kafele will be screened appropriately before appearing in our district. His current profession requires him to have access and references, including publications, which will be reviewed by appropriate district professionals.<br><br>The BUCK Institute has been prescreened and approved for Project Based Learning and training. Regular communication (bi-weekly) and joint efforts by area office, building coaches, and administrator in communication to ensure fidelity to the model provided. All communications will be conducted through direct training, telephone conversations, and emails for data tracking purposes. Training will take place during the summer and follow-up training during the school year. Regular checkpoints will be completed monthly throughout the school year in addition to snapshots and observation by school administrator. |

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| the selected service provider(s),<br><br>(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<br><br>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers. | |

| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
|---|---|
| ***3. Align other resources with the school improvement model.*** (For examples of resources and how they might align, see Attachment C). | |
| ***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:***<br><br>(a) Identifying resources currently being utilized in an academic support capacity;<br><br>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;<br><br>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;<br><br>(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);<br><br>(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;<br><br>(f) Redirecting resources that are not being used to support the school improvement process; and<br><br>(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. | Currently two building instructional coaches – Additional building coach would be used to directly work with interventionists, ELL teachers, and special education professionals to oversee and train data analysis to interventionist for students, application of best practice models attached to specific students, planning and implementation of what is currently being used (data analysis of DIBELS Next, running records, SBRR, and flexible reading groups). Additional coach would also work in implement PBL within the intervention. FWCS system of support and accountability used as with rest of certified staff to ensure job description met and fidelity to funding sources and community. Interventionist Coach would be hired and implemented beginning school year 2013-2014 and remain in the building throughout the life of the grant. Evaluative processes and accountability would take place as with any other certified staff members.<br>Current substitutes are available district wide but not always available. Funding sources will provide us the opportunity to use subs to train staff effectively and without having to pull staff away from other duties to fulfill commitment (PBL, CR/PBIS, QIT)<br>Instructional assistants to support PBL in classroom and classroom projects. Support staff specifically in place to provide scientific research based support for PBL. All assistants would work 5 days per week and evenly distributed throughout grades K-5.<br>Hawk Hut (books, supplies, spirit wear) for students with high achieving academic and behaviors. Hut will be open once per month beginning August 2013 for students to use Hawk Hurrahs as currency in alignment with CR/PBIS and school wide corrective response program.<br>Take home libraries for all students, African American Boys Book Club, Project Based Learning support materials will all be used in conjunction within a culture of literacy and independent reading. Resources provided will be accounted for monthly to ensure proper distribution of materials and ensuring they are leveled for appropriate readers by interventionists, Instructional Coach, administration, SIL, and classroom teachers. The book club would meet every three weeks and come to each meeting with a book they have read and provide a brief summary. The other members would either vote the book into the men's section of the library or they would decline the book's membership or encouragement to other "men". The program would integrate into each summer and boys reading 10 books over the summer |

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| | would receive and t-shirt in the fall upon turning in summaries of the books they had read. All monies resourced for this program would be accounted for and records kept.<br>Equipment and implementation of equipment for students will be implemented within 20 days of arrival to the district after purchase. All equipment will be inventoried and accounted for with PC #'s to ensure fidelity to fiscal expenses and accountability for all adults in connection with equipment. Equipment would be ordered upon release of funds from the grant.<br>20 students iPads for ELL and small group intervention for academic and other curricular services<br>30 Apple TV's and connectors for classrooms<br>1 synching chart<br>1 iPad for Intervention Coach<br>1 laptop for Intervention Coach<br>Apps and eBooks for iPads<br>700 Sum Dog site licenses |

| Indicators of LEA Commitment | Description of how this action was o will be completed |
|---|---|
| ***4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.*** | |
| ***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:***<br><br>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;<br><br>(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<br><br>(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:<br><br>(i) school administrator and staff hiring practices;<br><br>(ii) school administrator and staff transfer procedures;<br><br>(iii) school administrator and staff dismissal procedures;<br><br>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]<br><br>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;<br><br>(vi) school administrator and staff recruitment, placement and retention procedures ; and<br><br>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time. | There are no known policies, processes, procedures, or intervening bodies that would halt the implementation of this process to fulfill the academic achievement for all students at Harrison Hill. |

| Indicators of LEA Commitment | Description of how this action was or will be completed |
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| **5.** ***Sustain the model after the funding period ends.*** | |

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| **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:**<br><br>(a) Developing school improvement planning processes that support sustainability of education reform protocol;<br><br>(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;<br><br>(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;<br><br>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;<br><br>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;<br><br>(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;<br><br>(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;<br><br>(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;<br><br>(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;<br><br>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; | FWCS is committed to:<br><br>I. Achieve and Maintain Academic Excellence<br>-Eliminate the achievement gap among all groups of students by maximizing the achievement of all.<br><br>II. Engage Parents and the Community<br>-Engage all segments of the community to support the education of young people.<br><br>III. Operate Effectively with Integrity and Fiscal Responsibility<br>-Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning.<br><br>Staff development processes will be handled internally by building administrator and instructional building coach. Processes developed within the funding of this grant will allow for training and development of the staff, students, and community stakeholders in assisting in creating a culture that can last past the funding session.<br><br>Systems of preventions and interventions are currently in place and can be perfected within this three year time frame. Upon expiration of this grant, all educators will have been trained and implemented all applications of this grant fully.<br><br>Meaningful professional development beginning in August 2013 that is targeted towards currently proposed groups and subgroups will embed regular educational practice for all students. |

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| (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;<br><br>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school. | |

## Transformation Model

**X** 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. *Replace the principal who led the school prior to implementing the model.* | Following 2011-2012 school year, the building principal was replaced by principal Shawn W. Smiley. This event took place July1, 2012. | Shawn W. Smiley – Building Principal | July 1, 2012 |
| 2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.* | Fort Wayne Community Schools Systems of Support<br><br>Rubric on effective planning, instruction, contribution to school culture and core professionalism implemented beginning 2012-2013 | Shawn W. Smiley | August 2012 |
| 3. *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.* | During the 2013 - 2014 school year, we will develop a rewards system to use for those who have implemented this model well. In the interim, we will follow the FWCS system of support to determine teacher/personnel removal and/or additional training necessary | Shawn W. Smiley | August 2013 |

| Elements | Tasks | Lead Person/ Position | Time Per (month |
|---|---|---|---|
| 4. *Provide high quality, job-embedded professional development.* | Harrison Hill will provide professional and development every Tuesday and/or Thursday for 40 minutes. Topics will be based on needs identified through data, FWCS system of support and new curriculum models as they are introduced. Pd will focus on whole group, grade level, and individual teacher need. | Shawn W. Smiley / Principal and Instructional Building Coaches | August 2012 |

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| 5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).* | All potential teaching candidates will be interviewed in a formal setting answering the same questions and scored on a specific hiring rubric. Continue FWCS system of support in providing accurate snapshots on observed instruction, semester reviews of progress through focused feedbacks, and a summative evaluation to take place before teachers leave for summer vacation. All staff members will be provided professional development in specific, personalized instruction. | Shawn W. Smiley / Principal | August 2012 |
| 6. *Provide increased learning time for students and staff.* | Harrison Hill will implement extended learning opportunities after school based on student need identified through DIBELS data, ACUITY results, ISTEP+ results and other measurable indicators for addressing specific student need with highly qualified staff. | Shawn W. Smiley / Principal and School Improveme nt Liaison | August 2013 |
| 7. *Use data to implement an aligned instructional program.* | Harrison Hill will conduct regular data meetings to ensure our curriculum and instruction is align to student needs. Data regularly reviewed within the grade level teams bi-weekly, QIT monthly, and by the principal and instructional building coaches bi-weekly. | Shawn W. Smiley / Principal | August 2013 |

| Elements | Tasks | Lead Person/ Position | Time Per (month |
|---|---|---|---|
| 8. *Promote the use of data to inform and differentiate instruction.* | Data meetings will be held monthly with QIT, Bi-weekly with grade levels, and individually with teachers. We will make this rotation a part of our master calendar so we will implement with fidelity. | Shawn W. Smiley / Principal | August 2013 |

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| 9. *Provide mechanisms for family and community engagement.* | Our School Improvement Liaison is tasked with providing opportunities for family involvement. Providing information as to how to provide academic support to their children within the school and home setting. SIL also has the duties to support teachers in ensuring there are open lines of communication between school and all stakeholders. SIL organizes parent programs and academic based learning nights and morning activities for all stakeholders to become actively involved in the school. | School Improvement Liaison | August 2013 |
| 10. *Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).* | Continue to follow standard operational guidelines set forth by FWCS. | Shawn W. Smiley / Principal | August 2013 |
| 11. *LEA and, SEA supports school with ongoing, intensive technical assistance and support.* | Harrison Hill will continue to receive support from academic services, technology, transportation, student services, and the elementary area office. | John Key / Director of Elementary Education FWCS | August 2013 |

➢ If implementing the transformation model, explain how the <u>recruitment and selection of a new principal</u> will take place.

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| Based on previous successes and experience at the elementary level with diverse populations, Shawn Smiley was chosen to replace previous building principal. |

## Pre-Implementation

| *Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.* |
|---|
| Action: Building based professional development days during the summer. Training for PBL before school and during the 2013-2014 school year and years to come. Training for CR/PBIS during the 2013-2014 school year and years to come. Professional development hours and training to implement effective curriculum and technology.<br><br>Timeline: June 10, 2013 – June 10, 2014 |

**Check Your Work - *Additional Requirements for All Models***

| Requirement | Yes | No |
|---|---|---|
| 1. *All* the elements of the selected intervention model are included. | X | |
| 2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive. | X | |
| 3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2013-2014 school year. | X | |

**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 measureable 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** |

| | | | |
|---|---|---|---|
| *Example:* 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 |
| 67% of all students are proficient on ISTEP+ E/LA | 71% of all students are proficient on ISTEP+ E/LA | 76% of all students are proficient on ISTEP+ E/LA | 81% of all students are proficient on ISTEP+ E/LA |
| 63% of all students are proficient on ISTEP+ Math | 70% of all students are proficient on ISTEP+ Math | 76% of all students are proficient on ISTEP+ Math | 81% of all students are proficient on ISTEP+ Math |

## 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 f

There is Attachment D for suggestions. However, FWCS is committed to ensuring all fiscal affairs, guidelines, and procedures are followed and accounted for through standard operating procedures. All rules set forth by the local, state, and federal guidelines for this type of grant and usage/approval.

# Attachment A: LEA Budget Capacity Scoring Rubric

| Capacity Task | Yes | No | IDOE Comments |
|---|---|---|---|
| 1. The budget includes attention to each element of the selected intervention.<br>*All models* | | | |
| 2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.<br>All models | | | |
| 3. Projected budgets meet the requirements of reasonable, allocable, and allowable.<br>All models | | | |
| 4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school.<br>All models | | | |
| 5. The district has the resources to serve the number of Priority schools that are indicated.<br>All models | | | |
| 6. A clear alignment exists between the goals and interventions model and the funding request (budget).<br>All models<br>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application<br>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions<br>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application<br>• Funding supports the schools current capacity to improve student achievement | | | |

| | | | |
|---|---|---|---|
| 7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.<br>All models<br>• Data portfolios of incoming staff/leaders<br>• Highly Qualified in content of contractual agreement<br>• Samples of implemented school improvement plans with documented outcomes using data | | | |
| 8. The district has received the support of the staff to fully implement the intervention model.<br>All models<br>• Staff Assurances<br>• Staff Surveys<br>• Staff Needs Assessments | | | |
| 9. The district has received the support of parents to fully implement the intervention model.<br>All models<br>• Parent Meeting Agendas<br>• Parent Surveys<br>• Parent Focus Groups | | | |
| 10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.<br>All models<br>• School Board Assurances<br>• School Board Meeting Minutes from proposal and or discussion<br>• 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 | | | |
| 11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.<br>All models<br>• Superintendent Assurance<br>• School Board Meeting Minutes from proposal | | | |

| | | | |
|---|---|---|---|
| and or discussion<br>• Superintendent SIG Presentation<br>• 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 | | | |
| 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.<br>Turnaround, Transformation Models<br>• Teacher Union Assurance<br>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model | | | |
| 13. The district has the ability to recruit new principals.<br>Turnaround, Transformation Models<br>• Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities<br>• Statewide and national postings<br>• External networking | | | |
| 14. The district has a robust process in place to select the principal and staff.<br>Turnaround, Transformation Models<br>• Principal and staff hiring practices<br>• Principal and staff transfer policies/procedures<br>• principal and staff recruitment, placement and retention procedures | | | |
| 15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year. | | | |

| | | | |
|---|---|---|---|
| All models<br>• Monthly focus with identified objectives<br>• Smart Goals<br>• Measurable Outcomes (consisting of transformative, formative, and summative data)<br>• Streamline and scaffold focus aligned to key findings and root causes in SIG application | | | |
| 16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.<br>Turnaround, Transformation, Restart Models<br>• Professional Development sign in sheets aligned to SIG funded PD<br>• 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) | | | |
| 17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.<br>All models<br>• Town Hall Meetings<br>• Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)<br>• Town Hall sign in sheets<br>• Community Partner Assurances<br>• Documentation of mailings | | | |
| 18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.<br>All models<br>• Title I<br>• Title II<br>• Title III<br>• IDEA<br>• E-Rate<br>• TAP | | | |

| | | | |
|---|---|---|---|
| 19. The district demonstrates the ability and commitment to increased instructional time.<br>Turnaround, Transformation Models<br>• Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar<br>• Increased learning time for students is tiered and supported by licensed and/or highly qualified educators<br>• A needs assessment has been completed to identify areas where extended time can be most effectively used<br>• Increased learning time is structured as a vehicle to support differentiated learning (ex :…)<br>  ○ An additional block of time embedded into the school day<br>  ○ Summer enrichment/remediation<br>  ○ Saturday intervention<br>  ○ Before or after school enrichment/remediation<br>  ○ School vacation weeks<br>• Compensation for extended day is identified by the LEA | | | |

# Attachment B: LEA Commitments Scoring

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

| (2) Recruit, screen, and select external providers, if applicable, to ensure their quality. | | |
|---|---|---|
| **Exceptional**<br>**3 points** | **Adequate**<br>**2 points** | **Inadequate**<br>**1point** |
| There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.<br><br>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.<br><br>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified. | There is adequate evidence of a process for recruiting, screening, and selecting an external provider.<br><br>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.<br><br>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified. | There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.<br><br>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.<br><br>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. |

| (3) Align other resources with the interventions. | | |
|---|---|---|
| **Exceptional**<br>**3 points** | **Adequate**<br>**2 points** | **Inadequate**<br>**1 point** |
| There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.<br><br>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.<br><br>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified. | There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.<br><br>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.<br><br>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. | There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.<br><br>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.<br><br>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. |

| (4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively. | | |
|---|---|---|
| **Exceptional**<br>**3 points** | **Adequate**<br>**2 points** | **Inadequate**<br>**1 point** |
| 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.<br><br>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.<br><br>The LEA includes a comprehensive | 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.<br><br>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 | 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.<br><br>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 |

| | | |
|---|---|---|
| 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. | explained.<br><br>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. | inadequately explained.<br><br>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. |

| **(5) Sustain the reforms after the funding period ends.** | | |
|---|---|---|
| **Exceptional<br>3 points** | **Adequate<br>2 points** | **Inadequate<br>1 point** |
| There is exceptional evidence of a process for sustaining reforms after the funding period ends.<br><br>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.<br><br>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified. | There is adequate evidence of a process for sustaining reforms after the funding period ends.<br><br>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.<br><br>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified. | There is inadequate evidence of a process for sustaining reforms after the funding period ends.<br><br>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.<br><br>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. |

# 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.

orporation Name: Fort Wayne Community Schools
orporation Number: 0235
chool Name: Harrison Hill Elementary 0178

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---|---|---|---|---|---|
| . PERSONNEL (include positions and names) | | | | | | |
| ntervention oach | 1.0 | X` | | Coach interventionists and track interventions (including fringe benefits) | $65,685.00 | |
| Certified ubstitute eachers | | X | | $3,000.00/Day for 27 Teachers PBL Training | $15,000.00 | |
| Stipends | | X | | $4,500.00/Day for 27 Teachers for PBL/CR PBIS training | $13,500.00 | |
| nstructional ssistants | 0.63 | | X | 3 Assistants to support PBL classroom projects | $27,000.00 | |
| | | | | | | |
| | | TOTAL SALARIES | | | | $121,185.00 |

. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL bove and only for the percentage of time devoted to this project.

| | | | |
|---|---|---|---|
| | Fringe Benefits for Intervention Coach | | $ 27,323.55 |

. TRAVEL: (differentiate in-state and out-of-state)

| | | | |
|---|---|---|---|
| out-of-state | | | |
| in-state | | | |
| | | | |
| | | | |
| | TOTAL TRAVEL | | |

. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)

| | | | |
|---|---|---|---|
| | The Buck Institute – 5 Days | $22,500.00 | |
| | Principal Baruti Kafele – 1 Day | $6,000.00 | |
| | | | |
| | | | |
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| | | | |
| | | | |
| | TOTAL CONTRACTED SERVICES | | $28,500.00 |

. 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 esting, programmatic and/or office supplies.)

| | | | |
|---|---|---|---|
| | TOTAL SUPPLIES | | $95,000.00 |

. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate heet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".

| | | | |
|---|---|---|---|
| | TOTAL EQUIPMENT AND TECHNOLOGY | | $22,529.00 |

. OTHER SERVICES: (Include a specific description of services.)

| | | | |
|---|---|---|---|
| | Attendance Incentives | $5,000.00 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | ***TOTAL OTHER SERVICES*** | | ***$5,000.00*** |
| ***TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).*** | | | ***$299,537.55*** |

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

| ***QUANTITY*** | ***DESCRIPTION*** | ***UNIT PRICE*** | ***TOTAL PRICE*** |
|---|---|---|---|
| | Hawk Hut (Student Incentives) – Books, School Supplies, Spirit wear | $ - | $20,000.00 - |
| | Library Upgrade – Culturally responsive books and materials | $ - | $20,000.00 - |
| | Take home libraries | $ - | $20,000.00 - |
| | African American Boys Book Club | $ - | $15,000.00 - |
| | Project Based Learning support materials | $ - | $10,000.00 - |
| | Professional Books (CR-PBIS, PBL) | $ - | $10,000.00 - |
| | | $ - | $ - |
| | ***TOTAL SUPPLIES COSTS*** | | $95,000.00 - |

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

| ***QUANTITY*** | ***DESCRIPTION*** | ***UNIT PRICE*** | ***TOTAL PRICE*** |
|---|---|---|---|
| 20 | Student iPads for ELL small group intervention | $379.00 | $7,580.00 |
| 20 | Apple TV's and Connectors for classrooms | $160.00 | $4,800.00 |
| 1 | Syncing chart | $2,500.00 | $2,500.00 |
| 1 | iPad for Intervention Coach | $399.00 | $399.00 |
| 1 | laptop for Intervention Coach | $850.00 | $850.00 |
| | Apps and eBooks | $ | $5,000.00 |
| 700 | Sum Dog site licenses | $2.00 | $1,400.00 |
| | ***TOTAL EQUIPMENT AND TECHNOLOGY COSTS*** | | $22,529.00 |

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

**School Year 2014 - 2015**

*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:** **Fort Wayne Community Schools**
**Corporation Number:** **0235**
**School Name:** **Harrison Hill Elementary School 0178**

| *ACCOUNT NO.* | *FTE* | *Cert.* | *Noncert.* | *EXPENDITURE DESCRIPTION* | *SUBTOTAL* | *LINE ITEM TOTA* |
|---|---|---|---|---|---|---|
| ***1. PERSONNEL*** **(include positions and names)** | | | | | | |
| Intervention Coach | 1.0 | X` | | Coach interventionists and track interventions (including fringe benefits) | $65,685.00 | |
| Certified Substitute Teachers | | X | | $3,000.00/Day for 27 Teachers PBL Training | $15,000.00 | |
| Stipends | | X | | $4,500.00/Day for 27 Teachers for PBL/CR PBIS training | $13,500.00 | |
| Instructional Assistants | 0.63 | | X | 3 Assistants to support PBL classroom projects | $27,000.00 | |
| | | | | | | |
| | | ***TOTAL SALARIES*** | | | | ***$121,185.00*** |
| ***2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.*** | | | | | | |
| | | ***Fringe Benefits for Intervention Coach*** | | | | ***$ 27,323.55*** |
| ***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.)** | | | | | | |

| | | | |
|---|---|---|---|
| | The Buck Institute - 5 Days | $22,500.00 | |
| | | | |
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| | | | |
| | ***TOTAL CONTRACTED SERVICES*** | | ***$ 22,500.00*** |

| | | | |
|---|---|---|---|
| ***5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.*** **(Include the total amount to be testing, programmatic and/or office supplies.)** | | | |
| | ***TOTAL SUPPLIES*** | | ***$ 90,0000*** |
| ***6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and techno sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one yea*** | | | |
| | ***TOTAL EQUIPMENT AND TECHNOLOGY*** | | ***$ 39,600.00*** |
| ***7. OTHER SERVICES:*** **(Include a specific description of services.)** | | | |
| | Attendance Incentives | $ 5,000.00 | |
| | | $ | |
| | | $ | |
| | | **$** | |
| | | **$** | |
| | ***TOTAL OTHER SERVICES*** | | |
| ***TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).*** | | | ***$ 300,608.55*** |

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

| ***QUANTITY*** | ***DESCRIPTION*** | ***UNIT PRICE*** | ***T*** |
|---|---|---|---|
| | Hawk Hut (Student Incentives) – Books, School Supplies, Spirit wear | $ - | $20,000.00 |
| | Library Upgrade – Culturally responsive books and materials | $ - | $20,000.00 |
| | Take home libraries | $ - | $20,000.00 |
| | African American Boys Book Club | $ - | $15,000.00 |
| | Project Based Learning support materials | $ - | $10,000.00 |
| | Professional Books (CR-PBIS, PBL) | $ - | $5,000.00 |
| | | $ - | $ |
| | ***TOTAL SUPPLIES COSTS*** | | $90,000.00 |

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

| ***QUANTITY*** | ***DESCRIPTION*** | ***UNIT PRICE*** | ***T*** |
|---|---|---|---|
| 32 | Replenish Computer Lab | $ 850.00 | $ 27,200.00 |
| | Apps and eBooks | $ | $10,000.00 |
| 700 | Sum Dog site licenses | $2.00 | $ 1,400.00 |
| 10 | Book Shelves to store classroom libraries | $ 100.00 | $ 1,000.00 |
| | | $ - | $ |
| | | $ - | $ |
| | | $ - | $ |
| | ***TOTAL EQUIPMENT AND TECHNOLOGY COSTS*** | | $39,600.00 |

**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:** **Fort Wayne Community Schools**
**Corporation Number:** **0235**
**School Name:** **Harrison Hill Elementary School 0178**

| *ACCOUNT NO.* | *FTE* | *Cert.* | *Noncert.* | *EXPENDITURE DESCRIPTION* | *SUBTOTAL* | *LIN* |
|---|---|---|---|---|---|---|
| ***1. PERSONNEL*** **(include positions and names)** | | | | | | |
| Intervention Coach | 1.0 | X` | | Coach interventionists and track interventions (including fringe benefits) | $65,685.00 | |
| Certified Substitute Teachers | | X | | $3,000.00/Day for 27 Teachers PBL Training | $15,000.00 | |
| Stipends | | X | | $4,500.00/Day for 27 Teachers for PBL/CR PBIS training | $13,500.00 | |
| Instructional Assistants | 0.63 | | X | 3 Assistants to support PBL classroom projects | $27,000.00 | |
| | | | | | | |
| | | ***TOTAL SALARIES*** | | | | ***$121,185.00*** |
| ***2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personne PERSONNEL above and only for the percentage of time devoted to this project.*** | | | | | | |
| | | ***Fringe Benefits for Intervention Coach*** | | | | ***$ 27,3*** |
| ***3. TRAVEL:*** ***(differentiate in-state and out-of-state)*** | | | | | | |
| out-of-state | | Regional Differentiated Instruction Conf. (20 teachers @ $800.00 per teacher) | | | $16,000.00 | |
| in-state | | | | | | |
| | | | | | | |
| | | | | | | |
| | | ***TOTAL TRAVEL*** | | | | ***$16,000.00*** |
| ***4. CONTRACTED SERVICES:*** **(List the type of contracted services to be provided, including the vendor's name, if applicable.)** | | | | | | |
| | | The Buck Institute - 5 Days | | | $22,500.00 | |
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| | | | | | | |
| | | | | | | |
| | | ***TOTAL CONTRACTED SERVICES*** | | | | ***$22,500.00*** |

| | | | |
|---|---|---|---|
| ***5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.*** **(Include the total amount to l testing, programmatic and/or office supplies.)** | | | |
| | ***TOTAL SUPPLIES*** | | ***$90,000.00*** |
| ***6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and techn sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one ye*** | | | |
| | ***TOTAL EQUIPMENT AND TECHNOLOGY*** | | ***$12,400.00*** |
| ***7. OTHER SERVICES:*** **(Include a specific description of services.)** | | | |
| | Attendance Incentives | $5,000.00 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | ***TOTAL OTHER SERVICES*** | | |
| ***TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).*** | | | ***$294,408.55*** |

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

| ***QUANTITY*** | ***DESCRIPTION*** | ***UNIT PRICE*** | ***T*** |
|---|---|---|---|
| | Hawk Hut (Student Incentives) – Books, School Supplies, Spirit wear | $ - | $20,000.00 |
| | Library Upgrade – Culturally responsive books and materials | $ - | $20,000.00 |
| | Take home libraries | $ - | $20,000.00 |
| | African American Boys Book Club | $ - | $15,000.00 |
| | Project Based Learning support materials | $ - | $10,000.00 |
| | Professional Books (CR-PBIS, PBL) | $ - | $5,000.00 |
| | | $ - | $ |
| | ***TOTAL SUPPLIES COSTS*** | | $90,000.00 |

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

| ***QUANTITY*** | ***DESCRIPTION*** | ***UNIT PRICE*** | ***T*** |
|---|---|---|---|
| | Apps and eBooks | $ | $10,000.00 |
| 700 | Sum Dog site licenses | $2.00 | $ 1,400.00 |
| 10 | Book Shelves to store classroom libraries | $ 100.00 | $ 1,000.00 |
| | | $ - | $ |
| | | $ - | $ |
| | | $ - | $ |
| | | $ - | $ |
| | ***TOTAL EQUIPMENT AND TECHNOLOGY COSTS*** | | $ 12,400.00 |

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

| Element of the Intervention | Intervention | Resource |
|---|---|---|
| ***Federal Resources*** | | |
| Use of *research-based instructional practices* that are vertically aligned across grade levels and the state standards | Turnaround<br>Transformation<br>Restart | **Title I, Part A** - regular and stimulus funds (school wide or targeted assistance programs) |
| Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model | Turnaround<br>Transformation<br>Restart | **1003(a)** School Improvement Grant - AYP funds |
| *Recruitment of teaching staff* with skills and experience to effectively implement the selected intervention model | Turnaround<br>Transformation | **Title II, Part A** |
| Job-embedded *staff development* aligned to grant goals to assist *English language learners* | Turnaround<br>Transformation<br>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<br>Transformation<br>Restart | Early Intervention Grant |

# Attachment F: Intervention Scoring Rubrics

## Transformation

| Required Element | Possible Tasks: Score 3 Exceptional | Possible Tasks: Score 2 Adequate | Possible Tasks: Score 1 Inadequate | Score |
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| 1. Replace the principal who led the school prior to implementing the model. | ○ 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 | |
| 2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement | ○ Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth | ○ Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth | ○ Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth | |
| | ○ Evaluation systems are developed with teachers' *and* principal involvement | ○ Evaluation systems are developed with teachers' *or* principals involvement | ○ Evaluation system development does *not include involvement* 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 development, have not. | ○ Rewards for school leaders, teachers and staff implementin g this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation | ○ 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. | ○ 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. | |

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| | rates. | | | |
| | ○ The awards correspond to *effective practices* 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 | ○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions | ○ Awards *not described or do not correspond to effective practices* of retaining teachers and thus are unlikely motivators | |
| | ○ Provides a comprehensive, *effective, and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation | ○ Provides description of *effective and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates | ○ Description for assisting teachers who are not improving student learning or graduation rates is *not given, not detailed, or not likely to change teachers' practices* | |

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| | rates; plan must provide an implementation timeline and pathways for improvement or release | | | |
| 4. Provide high-quality, job embedded professional development | ○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need* | ○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need* | ○ 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* | |
| | ○ Professional development is conducted *weekly through job-embedded opportunities at the school* | ○ Professional development is conducted *monthly through job- embedded opportunities at the school* | ○ Professional development is *rarely* provided at the school; *usually occurs as a whole district* | |
| | ○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining | ○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and | ○ Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction* | |

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| | appropriate curriculum and instruction | instruction | | |
| 5. Implement strategies to recruit, place, and retain staff | ○ 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 | ○ 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 | ○ Strategies for recruitment and retention *do not correspond with strategies known to be effective* | |
| | ○ *Mentors and/or coaches are provided* for all staff | ○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels | ○ *Mentors nor coaches are included* | |
| 6. Provide increased learning time for students and staff | ○ Provides increased, intentional learning time driven by student data indicated for *all* students and staff | ○ Provides increased learning time for *all* students and staff | ○ Does not provide increased learning time for all students and staff | |
| | ○ Time is of *extensive length (at least 300 hours)* to potentially increase | ○ Time is of *sufficient length (at least 180 hours)* to potentially increase | ○ Time is *not of sufficient length (90 hours or less)* to create change | |

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| | learning | learning | | |
| 7. Use data to implement an aligned instructional program | ○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional program | ○ LEA provides some *assessments and data* with minimal technology for the school to align its instructional program | ○ LEA *provides minimal* assessments with no data; technology is not used | |
| | ○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year | ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year | ○ *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 | ○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructiona | ○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions | ○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions | |

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| | l decisions | | | |
| | ○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction | ○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction | ○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction | |
| 9. Provide mechanism for family and community engagement | ○ 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 | ○ 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. | ○ 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. | |

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| | challenges. | | | |
| 10. Give school sufficient operational flexibility | ○ LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the school | ○ LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the school | ○ LEA *does not provide a document or plan that indicates* authority will be granted to the school to make operational decisions; or the decisions allowed are *not of significance*. | |
| 11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support | ○ *Multiple* supports detailed; occur *throughout the year* | ○ *Some* supports detailed; occur *throughout the year* | ○ *No* supports are described; support appears *sporadic* | |
| | ○ Multiple support for *both* teachers and principals are in place | ○ Some supports for *both* teachers and principals are in place | ○ Support *for both* teachers and principals are not in place or transparent | |
| | ○ Provided by external, *experienced leaders* in change and in the school model | ○ Provided by *external leaders* in change with knowledge of the identified school model | ○ Provided by district staff or others *without proven track records* in school change or the model | |

Total Score_____/66