

**Appendix F: LEA Application of General Information
2012-2013**

**School Improvement Grant (1003g)
Application due April 30, 2012
Email application to 1003g@doe.in.gov**

LEA Application: General Information

Corporation Name: School City of East Chicago		Corporation Number: 4670
Contact for the School Improvement Grant: Dr. Jane Larson		
Position and Office: Chief Academic Officer	Contact's Mailing Address: 210 East Columbus Drive East Chicago, Indiana 46312	
Telephone: 2193914100	Fax: 2193914258	
Email Address: jlarson@ecps.org		
Superintendent (Printed name) Michael Harding	Telephone: 2193914100 ext. 2315	
Signature of Superintendent 	Date: April 30, 2012	

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

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II 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 the tier 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.)

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

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. East Chicago Central High School	9-12	x			x			
2. Block Middle School	7-8	x			x			
3.								
4.								
5.								
6.								

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

x We will serve all of our Tier I schools.

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

A large, empty rectangular box with a thin black border, intended for providing an explanation for why the LEA cannot serve all Tier I schools. The box is currently blank.

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: East Chicago Central High

School Number: 4670-3924

Stakeholder Group	Mode of Communication	Date
Indiana University Northwest	Phone	April 27, 2012
Purdue University Calumet	Phone	April 27, 2012
Ivy Tech	Meeting	April 27, 2012
Pearson Group	Phone	April 13, 2012
Title I & Parent Liaisons	Meeting	April 3, 2012

School Name: Block Middle School

School Number: 4670- 3963

Stakeholder Group	Mode of Communication	Date
Indiana University Bloomington	Meeting	April 23, 2012
South Shore Arts	Meeting	April 23, 2012
Title I & Parent Liaisons	Meeting	April 3, 2012
East Chicago Police Department	Phone Conference	June 1, 2012

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

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

D. Collaboration with Teachers' Unions

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

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

School City of East Chicago assures that it will

Corporation/Charter School Name

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

F. Waivers

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

- Extending the period of availability of school improvement funds.

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

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

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

Appendix G: LEA Application for Each Tier I and Tier II School

**School Improvement Grant 1003(g)
2011-2012**

LEA School Application: Tier I and Tier II

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

School Corporation School City of East Chicago Number 4670

School Name Joseph L Block Middle 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



Worksheet #1: Analysis of Student and School Data
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➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

English/Language Arts

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Special Education	56%	20	High- a cycle of failure has existed for more than three years	High- No opportunities exist for these students to receive additional academic assistance beyond the traditional classroom
African American	57%	167	High- students continually fail to master English and Mathematics standards on the ISTEP	High- No opportunities exist for students to learn test preparation skills beyond the classroom.

LEP	88%	70	High-Communication regarding student outcomes with parents is difficult as a high percentage of parents are non-English speakers	High- 60 percent of parents are non-English speakers
Free/Reduced Meals	48%	282	More than 95 percent of students who receive free/reduced lunch have not mastered E/LA or Mathematics standards for more than 4 years	Few opportunities exist for students to receive additional assistance beyond the academic classroom

Mathematics

Special Education	88%	69	Our students receive ELD instruction which is language development in English along with academic content support. Delivery of instruction is provided in self-contained classrooms with a licensed bilingual/bicultural or ESL/ENL Teacher. More teacher instruction is needed in order to ensure that teachers are teaching according to the Indiana Academic Standards while ensuring that Special Education students understand the Indiana Academic Standards.	Standards based instruction is weak in the special education classroom
African American	57%	166	African American expulsion and suspension rates are high. Absenteeism impacts these students' abilities to succeed.	No cultural competency professional development exists for teachers. Few outside organizations currently reposition services for the at-risk population.
LEP	66%	52	Mass inclusion of LEP students without preparation has impacted their academic success	More professional development is needed
Free/Reduced	48%	740	Overall student attendance rates	Stronger control

Meals			are lower than the state average	systems must be enforced regarding attendance policies
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<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>Discipline incidents have increased, gang violence has erupted and often impacts the livelihood of students</p> <p>Standards-based instruction has not been formally exercised by a number of teachers. Creative standards-based education (art, music) is limited.</p>	<p>Few external service providers currently reposition services to the school.) More professional development is needed concerning how to change the mindsets of students and teachers as it relates to academic achievement.</p> <p>Most professional development on standards based instruction and lesson plans is needed.</p>

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.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	59,400	59,400
2. Dropout rate*	Not Tracked	Not Tracked
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	92%	89.5%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	Not Tracked	Not Tracked
5. Number of students completing dual enrollment classes	Not Tracked	Not Tracked
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School	BAS SS LSD	BAS SS LSD

OTH-Other		
7. Discipline incidents*	700	2800
8. Truants (# of unduplicated students, enter as a whole number)	Not Tracked	Not Tracked
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Evaluations are differentiated based upon the categories of highly effective, effective, improvement necessary and ineffective	Evaluations are differentiated based upon the categories of highly effective, effective, improvement necessary and ineffective
10 Teacher attendance rate	92.5%	91.6%

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “ Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>Truancy is a direct result of the emerging gang violence that exists within our school.</p> <p>Behavioral incidents increased by 30 percent within one school semester.</p> <p>Student attendance averages are consistently lower than state averages.</p> <p>Limited opportunities for teachers to receive mentoring or performance based incentives.</p> <p>Chronic absenteeism is widespread</p>	<p>Due to the high poverty in the area, more students are turning to negative lifestyles through gang involvement in an attempt to help support their families.</p> <p>Most classroom management professional development is needed.</p> <p>Many students have low expectations and school involvement is therefore unimportant</p> <p>Little effort was previously made to assist teachers with performance based incentives.</p> <p>Academic proficiency is extremely low</p>

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

➤ **Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		2			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		2			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.		2			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school		2			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.		2			5. Is not bound by seniority rules in hiring and placement of teachers.

Instruction	1	2	3	4	Instruction
<ol style="list-style-type: none"> 1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time. 				4	<ol style="list-style-type: none"> 1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction – RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.					1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.					2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.					3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.			3		4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.					5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.					6. Is differentiated for struggling students.

Data – Formative Assessments	1	2	3	4	Data – Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		2 2 2			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		2 2 2		3	1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 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. 2. Does not ensure a safe school and community environment for children.		2		3	1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

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

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example</i> ” We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<p>More differentiation is needed for struggling students</p> <p>Formative assessments are not regularly used by teachers</p> <p>Cultural instruction is limited and very traditional</p> <p>Instruction isn’t intertwined with real world occurrences</p> <p>More support is needed for at-risk students</p> <p>Project based learning is not currently offered</p>	<p>There is a limitation of extra curricula and outside support available ENL., Special Education and at-risk students.</p> <p>More bilingual support is needed for ENL students</p> <p>Teachers feel limited by textbook instruction and don’t seek outside sources for instruction.</p> <p>Teachers feel limited by textbook instruction and don’t seek outside sources for instruction.</p> <p>Scientific studies prove that PBL helps students to become more engaged while retaining what they learn (Nastu, 2009). There weren’t any prior interest in this area of academia.</p>

B. Selection of School Improvement Model

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

Turnaround Model
<i>Required Elements</i>
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.
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 use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation Model
<i>Required Elements</i>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform

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

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

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

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

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, 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.

The Block Junior High STEAM Academy will provide students with the opportunity to use leading-edge scientific, technological, engineering, fine arts and mathematics resources to produce an array of standards centered, project based learning activities. A baseline of 600 students will be served. In partnership with South Shore Arts and Indiana University Bloomington, the academy will foster student success that focuses on common core and academic standards as well as professional growth for teachers. A rigorous and challenging curriculum will consist of the following. Students and teachers will be provided with consistent feedback concerning their growth and development via the RISE model. South Shore Arts will provide 40 weeks of arts instruction in visual art, drama, dance and music. Culminating performances and exhibits will be presented in each discipline at the end of each session for parents, families, teachers and school administrators.

“We have to do something differently, our students aren’t performing at grade level,” exclaimed an administrator while meeting recently with teachers at Block Junior High School. Students at Block come from a wide array of backgrounds, many are withdrawn and disengaged from daily classroom discussions. Daily disciplinary classroom interventions affect those students who desire to excel. Recent data from the Indiana Department of Education reveals that approximately 35 percent of the student population passed the ISTEP and Acuity exams. While this statistic is appalling, others are even more daunting. More than 60 percent of the student population lags behind in the areas of math and reading by at least three grade levels.

Furthermore, crime incidents, academic gain, poverty levels and social norms have affected each student’s ability to succeed. As noted in the following chart, these indicators have become detrimental:

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.*

Figure I. Indicators of Need	
Crime	The violent crime index in East Chicago, Indiana is 411.4. The national average is 222.7.
Academic	2011-2012 ISTEP results reveal that 32.3 percent of 7 th graders failed and 33.9 percent of 8 th graders failed
Poverty-Level	98 % free and reduced lunch rates
Family Stress Indicators	30 percent of Block Junior High School students reported having caring teachers and family members who listen.

An extensive needs assessment revealed several key problems affecting the well-being and academic gains of students at Block Junior High School. The data was then used as design parameters for developing the Block STEAM Academy. Data from DOE Compass, a needs assessment and strategic plan helped teachers and administrators to develop the core components of the Academy. The case has been made to implement an evidence-based STEAM model that provides systematic interventions for low-performing and at-risk youth. Results of Block Junior High's Needs Assessment suggests that classrooms should include 90 minute ELA and Math blocks and Math Labs to improve educational gains for students. There is also a strong concern for project based learning. Research studies show that project based learning has proven impact on student success. Project Based Learning helps educators to develop rigorous and standards based projects that keep students involved. Recent studies prove that PBL results in more engaged students, critical thinking, motivation and an improvement in problem solving skills (CELL, 2012).

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

Implementation of the Block Junior High STEAM Academy will provide new career paths for teachers while helping to ensure that students are being taught according to their educational level and not their grade based upon a STEAM Model. Currently, more than 50 percent of students read and learn at a third grade level. The new model will enable a baseline of 600 students to receive Individual Learning Plans that articulate a set of learning goals based upon the student's abilities. These plans will ensure that the school is parent driven. The ILPs will be formally discussed with parents on a quarterly basis in order to ensure that positive gains are being made.

SOUTH SHORE ARTS COMPONENT

South Shore Arts will provide 40 weeks of arts instruction in visual art, drama, dance and music to 7th and 8th grade students at Block Middle School, with each discipline to be offered in alternating ten-week sessions, three days per week, throughout the school year. Culminating performances and exhibits will be presented in each discipline at the end of each session for parents, families, teachers and school administrators. This programmatic component will be administered by Linda Eyer mann, Director of Education at South Shore Arts.

Standards-based expression, creativity and individuality will be outcome goals for all art classes. Each activity will align with standards-based and grade appropriate art instruction. All classes will focus on promoting a positive self-image and cultural awareness. South Shore Arts instructors will utilize Indiana's academic standards for the production and history of visual and performing art as a resource to develop curricula for each discipline. Overall goals for the art classes will include:

- Discovering and encouraging hidden and latent talents;
- Developing and improving skill sets and knowledge of the arts;
- Helping students to connect with something (the art) or someone;
- Being inspired and having something to look forward to;
- Feeling pride in an accomplishment;
- Learning to develop self-confidence;
- Seeing a project through to completion;
- Learning to work independently, as well as cooperatively; and
- Learning about various world cultures through the arts.

Fine arts courses will be offered and taught according to grade appropriate Indiana Academic Standards. The courses will provide integrated pathways to learning by integrating the arts with math, science, technology, engineering, reading and language arts. The following articulates each course.

- Drama classes will strive to build confidence in students while teaching basic theater terminology and stage directions. Memorizing lines, posture, voice dynamics, stage presence and costuming are some of the skills to be developed during these sessions. Often, the students, under the guidance of the instructor, will develop or alter a play in order to address contemporary issues they may face.
- Dance classes will explore a mixture of dance styles and techniques from various cultures. Students will help choreograph a routine to perform at the end of the session. Major benefits include exercise, cultural awareness, self-discipline, and self-confidence.
- Music students will learn rhythm and voice skills as they experience the long tradition of storytelling through song. The combination of instrument and voice will provide a well-rounded exposure to music.
- Art projects will be designed to improve the students' artistic skills, but always taking a historical approach. Some projects will be based on works of famous artists from the past and present. Other projects will look at a particular culture and explore the ways in which they reflect values and beliefs through art.

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

INDIANA UNIVERSITY BLOOMINGTON COMPONENT

The proposed professional development partnership involving School City of East Chicago and Indiana University Bloomington is a focused effort to address the academic achievement needs of Block Middle School by enhancing the abilities of the schools' teachers, specifically in science and mathematics instruction. This effort extends and deepens the work initiated by prior projects involving schools in Lake County, Indiana. Based on research findings and this prior work, we know that improving teachers' mathematics and science content knowledge for teaching and aligning teachers' instructional practices with inquiry-based methods will yield gains in students' achievement, improved understanding, and positive dispositions towards mathematics and science (Cross, Hudson & Lee, 2011; Franke, Kazemi & Battey, 2007; Hiebert & Grouws, 2007). We also know that instruction that aligns with students' social and cultural experiences positively impacts their academic identities and helps them see themselves as successful doers of mathematics and scientific thinkers (Berry, 2008; Gay, 2000; Martin, 2007). Culturally responsive instruction is especially important for urban, minority students as they are often positioned within schools, and the wider society, as less capable.

Technology-enhanced project-based learning (PBL) and inquiry methods promote this kind of student-centered instruction. A growing body of academic research supports the use of PBL as a way to engage students and improve test scores (Schneider, et al., 2002; Tal, et al., 2006). One possible explanation is that features of PBL are consistent with learning needs of many types of learners, especially those historically underserved by science and mathematics education; this includes traditionally under-served student populations that desire interactive, experiential, and learner-centered educational experiences (Harwell, 2000). Unlike traditional science and mathematics learning that emphasizes rote, formulaic achievement of concepts, technology-enhanced PBL potentially supports students' learning by promoting the development of deep conceptual understandings, the use of collaborative peer groups, and opportunities for authentic engagement in subject matter over extended periods of time, (Blumenfeld, et al., 1991; Meece and Jones, 1996; Zohar, 2006; Zohar and Sela, 2003).

By supporting teachers as they incorporate technology-enhanced PBL instruction into the school's curriculum, we will be able to situate mathematics and science content in culturally responsive contexts that students find meaningful and interesting, and that allows for integration in other subject areas, particularly literacy and the arts. Considering the needs of the school community, our prior successes with urban teachers and learners, and reform-based approaches to improving students' outcomes, our objectives are as follows:

Project Objectives

Short term objectives

- to increase teachers' mathematics and scientific knowledge in ways that will support high-quality instruction and implementation of the content standards of the Common Core State Standards (CCSS),
- to strengthen teachers' pedagogical skills to incorporate practices that align with the CCSS scientific and mathematical practices,
- to improve teachers' abilities to teach in culturally responsive ways,
- to increase students' understanding and achievement in mathematics and science, and
- to cultivate positive student attitudes and dispositions towards mathematics and science

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

Long-term objectives

- to support stronger preparation for mathematics and science in the middle grades
- to increase students’ interests and ability in mathematics and science that will lead to sustained pursuit of STEAM-related careers,
- to promote continued growth in school-wide and district-wide mathematics and science achievement, and
- to establish a professional teaching culture within the participating schools that will support continuous and collaborative learning

Project Activities, Personnel, and Timeline

Activity	Dates	Specific Tasks
Large Group Meetings	2012-2013 Academic Year 2013-2014 Academic Year 2014-2015 Academic Year	Teachers will meet with the professional developers for large group meetings once per month for day-long sessions. These sessions will focus on content currently being covered in the curriculum as outlined in the district’s curriculum guide. Teachers will meet as a whole group in the mornings to work on building knowledge of relevant mathematical and science ideas. In afternoon sessions, teachers will meet within grade levels to design curricular units they will implement between meetings. <i>There will be 8 large group sessions over the year – 4 per semester.</i> The grant will pay for substitute teachers so participants can have release time from classes.
Teacher Study Groups	2012-2013 Academic Year 2013-2014 Academic Year 2014-2015 Academic Year	Between large group meetings, teachers are expected to implement the designed units in their classrooms. Teachers will video-record their teaching over 2-3 day lesson sequences, then select videoclips for discussion. Once per month, the professional developers along with the instructional coach will meet with teachers at their individual schools to discuss the video clips focusing on teaching strategies that advanced or hindered students’ thinking and ways to improve these practices. These sessions will support more contextualized professional development as we will be able to provide individualized support tailored to the specific teacher and his/her students’ needs. Large group and small group meetings will be 2 weeks apart. <i>There will be 8 small group sessions over the year; 4 per semester for approximately 3 hours per session.</i> The grant will pay for substitute teachers so participants can have release time from classes

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

<p>Summer Institutes</p>	<p>June, 2013 June, 2014 June, 2015</p>	<p>Teachers will meet for five, day-long (6-hour) sessions over the course of a week for each of three summers. These sessions will focus on extending teachers' knowledge of the key mathematics and scientific concepts and how to effectively align them with the CCSS. Sessions will also focus on designing PBL units that integrate mathematics and scientific concepts and how to implement these units effectively. In addition, training be provided on current classroom technologies that support data collection and analysis within PBL (e.g., probeware and graphing software). Teachers will share curricular units, critique them in light of key features of reform curricula, and modify them so they are mathematically and scientifically rigorous and connected to students' social and cultural experiences. Teachers will also be exposed to teaching strategies that align with the CSSS practices so they can learn how to foreground thinking and reasoning in their instruction.</p>
<p>Day-to-Day Instructional Coaches</p>		<p>Professional development for teachers constitutes a range of activities and experiences. One innovative approach, cognitive coaching, aims to develop and reform teachers' beliefs, practices, and knowledge through a cyclical process of reflection and active learning. In this model, the teacher and coach work together through coaching cycles with the goal of improving teaching quality. During these interactions, the teacher and coach discuss mathematics and science content and instructional goals, and develop strategies to achieve these goals and improve student engagement. Teacher-coach collaborations will include a combination of individual and partner reflections, lesson observations, modeling and co-planning.</p>

COMMON CORE INSTITUTE

There are “lower turnover rates among beginning teachers in schools with induction and mentoring programs that emphasize collegial support” (McClure, 2008). Common Core Institute Consultants will work in collaboration with teachers and their college mentors to provide insight concerning an array of topics as they relate to Common Core Standards, Indiana Academic Standards and the Growth Model. The Common Core Institute will provide ongoing training to administrators and teachers, ensuring that they successfully implement the RISE Model as well as provide them with the resources needed to understand and implement rigorous standards.

EAST CHICAGO POLICE DEPARTMENT

School City of East Chicago administrators attended several gang awareness workshops in June 2012 spearheaded by The City of East Chicago’s Chief of Police. The overarching goal was to heighten the awareness of gang activity while raising expectations of positive behaviors. The workshops, led by The City of East Chicago’s Chief Detective of the Gang Task Force coincide with School City of East Chicago’s implementation of PBIS.

Complementing the RTI is the proactive structure of Positive Behavioral Interventions and Supports (PBIS) designed to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). PBIS and RTI together offer a range of interventions that are systematically applied to students based on their demonstrated level of need. The strategies address the role of the environment as it applies to development and improvement of behavioral problems.

PBIS is grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Positive Behavioral Interventions and Supports (PBIS) is a scientifically based and integrated strategy that emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. PBIS is a three-tier mental health intervention program. The program provides strong family engagement and empowerment by providing an array of services to youth based upon their severity of need.

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. <i>All models</i>	x		Budget
2. The budget is sufficient and appropriate to support the full and effective implementation	x		Budget, Strategic Plan

of the intervention for three years. <i>All models</i>			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	x		Budget, Strategic Plan
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	x		Budget
Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I and II schools that are indicated. <i>All models</i>	x		Title I Budget, Office of Curriculum and Instruction Plan
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools 	x		Budget, Strategic Plan

<p>improvement processes for supporting prescriptive and intentional designed interventions</p> <ul style="list-style-type: none">• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application• Funding supports the schools current capacity to improve student achievement			
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	x		<p>Vitas, licenses, Professional Development with Common Core Institute and Indiana University Bloomington</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	x		<p>Copy of board meeting minutes</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	x		<p>Minutes from parent meetings</p>

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	x		<p>School board minutes</p>
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	x		<p>Letter of support from superintendent</p>

Capacity Task	Yes	No	District Evidence
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			<p>SIG teacher contract, Teacher Association MOU</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	x		<p>Copies of statewide postings, Non-discrimination policy</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	x		<p>Non-discrimination policy</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 	x		<p>Timeline</p>

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 	x		<p>Eight Steps to Success Training, Common Core Institute Training, Partnership with Indiana University Bloomington</p>
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	x		<p>Board meeting minutes</p>

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	x		<p>Strategic Plan</p>
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning</i> 	x		<p>Memorandum of Understanding with IDOE</p>

<p>(ex...)</p> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> ● <i>Compensation for extended day is identified by the LEA</i> 			
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12*.
- 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
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<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those 	<p>Indiana University Bloomington's Center for P-16 Research and Collaboration establishes partnerships with a number of school districts in an effort to improve school engagement, academic achievement and graduation rates. The Center's staff in collaboration with School City of East Chicago have worked together to develop a plan of action. "Each collaboratively developed action plan aligns with the corresponding local School Improvement Plan so that programs and initiatives work together to reinforce one another and improve student learning outcomes in meaningful and coherent ways" (About Pathways Partnerships, 2012, par. 5). The Center's groundbreaking research concerning STEM and STEAM curriculum helps students like those at Block Junior High to overcome many of the obstacles that often prevent academic success. The Center in tandem with South Shore Arts will provide evidence-based curriculum. Faculty and staff from Indiana University Bloomington have developed a number of partnerships with school districts and major industries leading to conference presentations and published papers concerning the need for academic reform that leads to high achieving and high performing students. The STEAM and Transformation Models clearly articulate the mission and vision of School City of East Chicago's strategic plan by:</p> <ul style="list-style-type: none"> 1. Focusing on an extended school day of up to 8 hours 2. Increasing partnerships with local colleges 3. Building support for Students, Teachers and Staff through <ul style="list-style-type: none"> • Increased standards based professional development • Increased usage of the Growth Model to chart student progress • Differentiated curriculum and instruction in core subject areas <p>"The Indiana University Bloomington Office of the Provost committed \$270,000 annually for five years beginning in July 2006 to establish the School of Education Center for P-16 Research and Collaboration to facilitate university-school partnerships leading to educational improvements from pre-kindergarten through college. In addition, the IU Office of the Vice President for Institutional Development and Diversity earmarked \$50,000 annually for three years to support partnership activities, specifically in the Gary area" (Indiana University Bloomington, 2012, par. 4). This project will intertwine the core components of the P-16 university-school and Transformation Model while allowing School City of East Chicago to redesign the current educational scope of Joseph L. Block in order to align with STEAM, Common Core and Indiana Academic Standards.</p>
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<p>weaknesses;</p> <ul style="list-style-type: none"> (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline. 	<p>Professional Development will be available to staff by the Common Core Institute and Indiana University Bloomington staff.</p> <p>The professional development materials covered by the partnering agencies will heighten teacher knowledge of professional learning communities, common core assessments, the RISE Model, STEAM and problem based learning. Professional Learning Communities training will be infused with the Indiana Department of Education’s Eight Steps to Success model while providing teachers with the tools needed to take responsibility for each student’s ability to succeed and share best practices with colleagues. Workshops will include all components of the Eight Step Process and Common Core including: data disaggregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring will be including in the training.</p> <p>The newly appointed principal began in March 2012.</p> <p>To accomplish this Transformation we have selected Indiana University Bloomington as one of our strategic partners. IU’s project based and STEAM models will allow School City of East Chicago to convert its current processes by altering the curriculum without deviating from incorporation of the Indiana Academic Standards and Common Core. This approach will result in comprehensive school improvement through a rigorous methodology that guides change across all dimensions of the school to quickly increase academic achievement for all students—from vision, leadership, and instructional practice to collaboration and stakeholder involvement.</p> <p>Extended time will permit 90 minute blocks of time daily for students significantly below grade level to receive intensive intervention through research based, highly effective project based programs. An additional 300 hours will be added to the current school year through extended day hours. Core subject Interventionists for Math and Language Arts will be added to work exclusively with students who are below grade level. These students will be scheduled into a core subject course and an additional subject intervention course, utilizing the extended day timeframe. Teachers in interdisciplinary teams will work collaboratively with the interventionists to provide specific support to students. Common formative assessments will be used on a three-week basis to differentiate instruction by the interventionists to work toward student achievement. Acuity data will also be utilized to</p>
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	<p>provide specific interventions for students. Scientifically based research proves that STEM programming results in meaningful gains for students in the areas of Math, Science and language arts.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and</p>	<p>The following external partners have committed to working with School City of East Chicago:</p> <ol style="list-style-type: none"> 1. <u>American College Testing (ACT)</u>- This partner will provide student assessments, data collection and correlation with Career Path Development through Plan Explore and Work Keys. We began our relationship with ACT in April 2010. We seek to pursue more aggressive data usage through the program during the 2011-2012 school year. ACT's reputation is nationally endorsed by school districts, states and federal resources. The programs listed within the plan will benefit from ACT resources in career planning and additional work opportunities. The program is being integrated cooperatively with the Title I and Special Education departments. Additional career planning efforts include the extension of the Carl Perkins program through increased external funding and community partnerships that result in the following: <ul style="list-style-type: none"> • Enhanced technological skills of students through a 1:1 digital curriculum • An increased number of trained teachers on career clusters and career pathways that help prepare students for their transition to post-secondary school or to an industry recognized certification • An increased number of instructional staff professional development opportunities in the areas of common core standards, professional learning communities and differentiated instruction by thirty percent • Increase the number of students who enroll in and complete higher education 2. <u>Center for P-16 Research and Collaboration</u>- The partner will provide professional development sources for staff as well as advanced credit opportunities for students. This institution has pledged its support to insure that the Transformation model operates with fidelity. Indiana University Science, Technology, Engineering, and Mathematics (IU-STEM) expanded its partnership to include all the counties in the Columbus Area Career Connection (C4). C4 provides career and technical education to high school students in Bartholomew, Brown, Decatur, and Jackson counties and prepares them for the careers emerging in Southeastern Indiana in advanced manufacturing. <p>Upon completion of a rigorous strategic planning process, IUSB in collaboration with School City of East Chicago developed processes to ensure that each student progressively achieves the IDOE Growth Model,</p>

documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;

(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;

(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

(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

successfully complete End of the Year Assessments and ISTEP. In order to achieve this overarching goal, the following activities will occur:

1. Ongoing professional development concerning the STEAM Model
2. Workshops on the Eight Step Process and Common Core including: data disaggregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring will be including in the training

In addition, the following calendar will be adhered to:

Activity	Dates	Specific Tasks
Large Group Meetings	2012-2013 Academic Year	Teachers will meet with the professional developers for large group meetings once per month for day-long sessions. These sessions will focus on content currently being covered in the curriculum as outlined in the district's curriculum guide. Teachers will meet as a whole group in the mornings to work on building knowledge of relevant mathematical and science ideas. In afternoon sessions, teachers will meet within grade levels to design curricular units they will implement between meetings. <i>There will be 8 large group sessions over the year – 4 per semester.</i> The grant will pay for substitute teachers so participants can have release time from classes.
	2013-2014 Academic Year	
	2014-2015 Academic Year	
Teacher Study Groups	2012-2013 Academic Year	Between large group meetings, teachers are expected to implement the designed units in their classrooms. Teachers will video-record their teaching over 2-3 day lesson sequences, then select videoclips for discussion. Once per month, the professional developers along with the instructional coach will meet with teachers at their individual schools to discuss the video clips focusing on teaching strategies that advanced or hindered students' thinking and ways to improve these practices. These sessions will support more contextualized professional development as we will be able to provide individualized support tailored to the specific teacher and his/her students' needs. Large group and small group meetings will be 2 weeks apart. <i>There will be 8 small group sessions over the year; 4 per semester for approximately 3 hours per session.</i> The grant will pay for substitute teachers so participants can have release time from classes
	2013-2014 Academic Year	
	2014-2015 Academic Year	

<p>the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the</p>	<p>Summer Institutes</p>	<p>June, 2013 June, 2014 June, 2015</p>	<p>Teachers will meet for five, day-long (6-hour) sessions over the course of a week for each of three summers. These sessions will focus on extending teachers' knowledge of the key mathematics and scientific concepts and how to effectively align them with the CCSS. Sessions will also focus on designing PBL units that integrate mathematics and scientific concepts and how to implement these units effectively. In addition, training be provided on current classroom technologies that support data collection and analysis within PBL (e.g., probeware and graphing software). Teachers will share curricular units, critique them in light of key features of reform curricula, and modify them so they are mathematically and scientifically rigorous and connected to students' social and cultural experiences. Teachers will also be exposed to teaching strategies that align with the CSSS practices so they can learn how to foreground thinking and reasoning in their instruction.</p>
	<p>Day-to-Day Instructional Coaches</p>		<p>Professional development for teachers constitutes a range of activities and experiences. One innovative approach, cognitive coaching, aims to develop and reform teachers' beliefs, practices, and knowledge through a cyclical process of reflection and active learning. In this model, the teacher and coach work together through coaching cycles with the goal of improving teaching quality. During these interactions, the teacher and coach discuss mathematics and science content and instructional goals, and develop strategies to achieve these goals and improve student engagement. Teacher-coach collaborations will include a combination of individual and partner reflections, lesson observations, modeling and co-planning.</p>
	<p>3. <u>The Common Core Institute-</u> This partner will work with all stakeholders for implementation of the new Common Core State Standards focused on College and Career Readiness</p> <p>4. <u>South Shore Arts-</u> This partner will provide a STEAM based curriculum for students according to Common Core and Indiana Academic Standards.</p> <p>5. <u>East Chicago Police Department-</u> Ensuring a safe environment for every child within School City of East Chicago's academic system has never been more crucial than it is today. Many youth are entering gangs and other violent associations in an effort to become socially accepted. Often stricken with a wide-array of mental health and behavioral disorders, our students do not currently have the proper interventions that are needed to curb such participation or the desire to drop-out of school. Research proves that when policemen are out of uniform they create a greater bond. Notable Psychologist Erik</p>		

<p>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.</p>	<p>Erikson describes this as conscious acquisition of a social identity (Erikson, 1994). In order for youth to develop meaningful relationships with adults, they must establish a meaningful connection. Through implementation of the nationally acclaimed program, GREAT (Gang Resistance Education And Training) members of the East Chicago Police Department will work with students in order to:</p> <ol style="list-style-type: none"> 1. strengthen school-wide relationships among students and adults; 2. create a close-knit support system for students; 3. enforce school boundaries and behavior expectations; and 4. increase student engagement in school. <p>Policemen will meet with students for 10 hours weekly at the proposed school sites. The following outlines some of the weekly scheduled workshops:</p> <ol style="list-style-type: none"> 1. Bullying, Victim, and Bystander 2. Decisions and Outcomes 3. Practicing How to Control Anger 4. What You Can Do About Gangs 5. Setting Realistic and Achievable Goals 6. Refusal-Skills Practice <p>Gang Resistance Education And Training (G.R.E.A.T.) is a gang and violence prevention program built around school-based, law enforcement officer-instructed classroom curricula.</p> <p>The Center and Common Core Institute will provide ongoing professional development according to mandated standards. The Center will also provide technical support and evaluation of the Model.</p> <p>All initial outcomes (cognitive and affective changes) will be assessed using questionnaires that will be administered to a sample of students, parents, teachers and administrators quarterly during the academic year and once during the summer. With the assistance of key administrators, a group will be identified and Likert scales will be used to develop age-appropriate instruments. Indiana’s Growth Model will also serve as a primary resource.</p> <p>Administrative leaders and staff will also meet to analyze the impact of the program.</p> <p>Ball (n.d.) "subject matter knowledge should be a central focus of teacher preparation programs. More needs to be taught concerning how to help teachers better develop their understandings so that they can in turn teach more successfully" (p.1). Teachers at Block Junior High must learn how to work effectively with their students in an effort to encourage student independence as they seek correctness, validity and understanding of the Indiana</p>
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Academic and Common Core Standards. In an effort to support this task, Indiana Department of Education school reform now requires teachers to receive training in order "to elevate the teaching profession by giving educators regular, meaningful feedback on their job performance" (Indiana Department of Education, 2012, p. 3). Through intensive training and mentoring based upon the RISE Model. Teachers and their assigned mentors from Indiana University Bloomington will be able to increase their knowledge of STEAM curriculum, evaluation tools and standardized tests. The proposed project will enable the development of new curriculum and increase the knowledge of teachers so that they in turn will better understand Indiana and Common Core Assessments while successfully reconfiguring the scope of their lesson plans. By pairing teachers with faculty from Indiana University Bloomington, they will have the opportunity to enhance their learning and teaching abilities by virtue of walk through observations, observation software and effective feedback.

Discovery Education will provide integrated technology curriculum and professional development which includes the following for the District Office, Principals and Classroom Teachers. Students will receive digital textbooks that focus on standards based science and social studies:

District Office

- Development of interim metrics of success (walkthroughs, innovation configuration maps, measuring engagement, measuring skills).
- Investigate strategic practices for on-going implementation consistent with TLC3 e.g. hiring practices, job descriptions, interview questions, afterschool and summer programs, new teacher induction, graduation requirements etc.....

Principals

- Assist in creating/articulating shared vision using LOTI as supporting framework.
- Assist in communicating shared vision in local education community
- Participate professional development to assist with classroom observations and feedback.
- Support quarterly data analysis meetings to determine needs and articulate plan of action.
- Professional development related to maximizing current instructional resources, including instructional coaches.
- Implement Val-Ed as 360 degree evaluation tool.

Classroom Educators

- Provide content in support of high quality teaching and learning (i.e. aligning digital resources directly to planned course guides, enhancing existing digital content, integration of science supplemental, scope and

	<p>sequence integration).</p> <ul style="list-style-type: none">• Professional learning which melds the elements of student-centered instruction, problem-solving and real-world connections, and collaboration.• Support professional learning community through ongoing professional learning opportunities embedded throughout school day to maximize.• Professional learning opportunities to develop deep content knowledge• Develop and communicate best practice.• Lead pedagogical change while modeling innovative teaching and learning practices.• Extend capacity to deliver meaningful job embedded professional development ensuring both scale and consistency.
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p><i>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:</i></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(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);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet</p>	<p>The following resources aligns with the School Improvement Model:</p> <ol style="list-style-type: none"> 1. 7 hour instructional days designed to increase the remediation of failing students (180 additional hours) 2. 4 additional hours on 30 Saturdays (120 additional hours) 3. Instructional coaches that provides evidence-based instruction to the academic classrooms based upon academic standards 4. Professional development that supports the Indiana Academic Standards and The Common Core 5. Supplemental Educational Services that provide additional academic instruction for non-proficient and low achieving students 6. Title II A which provides professional development for teachers 7. Nutritional services available through Sodexo 8. Secured and potential financial resources: Title II A (secured), Title I (secured), ARRA (secured), ARRA SIG (secured), Investing in Innovation (potential) 9. Evaluation of impact based upon surveys, Growth Model and Rise Model

<p>the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>As previously mentioned, all initial outcomes (cognitive and affective changes) will be assessed using questionnaires that will be administered to a sample of students, parents, teachers and administrators quarterly during the academic year and once during the summer. With the assistance of key administrators, a group will be identified and Likert scales will be used to develop age-appropriate instruments. Indiana’s Growth Model will also serve as a primary resource. The survey will be used to identify each student’s quarterly improvement based upon the understanding of common core, standardized testing and end of the year reports. Parental involvement and administrative growth will also be evaluated. These group administered questionnaires will be provided to students, parents and administrators via survey monkey.</p> <p>Results of the survey will be compiled into a logic diagram that articulates the following:</p> <ul style="list-style-type: none"> • Key inputs (Monitoring, scientifically-based programs and capacities) that will be incorporated through programmatic implementation • Critical activities that will be conducted under the auspices of the grant including student and parental programs • Key outputs including measures pertaining to the units of service provided and the number of individuals served, conformance to grant specifications, the quality of critical materials employed, the effort and intensity displayed with respect to the activities provided for in this proposal, and the efficacy of all key activities that are conducted • Initial outcomes including cognitive and affective changes engendered by the various grant-supported outputs pertaining to the participating students, their parents, teachers, the community and programmatic staff • Intermediate outcomes including any behavioral and performance changes accruing from the initial outcomes, particularly those that are specifically aligned with the objectives set forth in the 2012 School Improvement Grants required by the Indiana Department of Education • Long-term outcomes including the extent to which the interventions provided contribute to improving life chances and gang-prevention. <p>The program’s critical success factors will be measured in detail through the annual quantitative measurements gathered through scorecards. Specifically, the score cards will be used to measure the following:</p> <ul style="list-style-type: none"> • Improved standardized test scores based upon scientifically-based assessment per Indiana Department of Education standards • Parental engagement by virtue of increased bilingual outreach
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- Increased cultural competencies among gang involved youth based on surveys and interviews
- School City of East Chicago's environmental conduciveness to provide STEAM curriculum in collaboration with IUSB

Based upon the results of scorecards, site visits and semi-annual trainings with each pilot site, a written evaluation will be prepared to determine progress in the initiative and submitted to the Indiana Department of Education.

SUSTAINABILITY

The Academy will remain stable and ongoing even in the event of the exhaustion of critical funding. Our overarching goal is to sustain positive changes for at-risk and low performing youth. During the first year of the program, program staff will engage in internal readiness and community assessments to gauge School City of East Chicago's strengths, weaknesses and opportunities in developing a long-term implementation plan. We will work with organizations (i.e. non-profits, faith-based organizations, universities) that share our program's goals and objectives while partnering to extend the mission and vision of The Academy. A communications plan will also be developed that articulates the situational analysis, core values and envisioned future for The Academy. The plan will be shared with key stakeholders in order to garner broad based community support.

Memorandums of Understanding will also be developed within 30 days articulating each partners commitment to long term sustainability. Opportunities for ongoing feedback will be available to students, staff and parents in an effort to alleviate turnover, increase meaningful professional development and learning environments for students.

Teachers trained by virtue of 1003g will establish professional learning communities and Interdisciplinary Teams. This process will ensure that training remains consistent and ongoing.

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>The IDOE will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p>	<p>The current teacher evaluation tool voted on by the Teacher’s Union provides a wide range of evaluation ratings for teachers. It is coordinated on an annual basis.</p> <p>The school will work with Indiana University Bloomington to implement the RISE Model. This model will enable teachers and principals to work in collaboration in order to gain meaningful feedback. IDOE’s Teacher Effectiveness Rubrics will also be utilized.</p> <p>Staff and administrators will meet monthly to discuss school improvement data.</p> <p>The current teacher and principal evaluation tool sets standards for the dismissal of ineffective teachers. The RISE Model also provides both a fair and accurate look at teacher effectiveness.</p> <p>Teachers in need of improvement will be provided with the opportunity to develop improvement plans. Ongoing support, professional development and mentoring will be offered to administrators and teachers,</p> <p>Intense professional development will remain ongoing in collaboration with the Common Core Institute and Indiana University Bloomington. All new teachers at Block STEAM Academy will participate in an orientation concerning the new model.</p> <p>Appropriate instructional time, reflective of proper implementation of the</p>

<ul style="list-style-type: none"> (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time. 	<p>Transformation Model will be implemented. Student performance will remain the basis for the length of instructional days.</p> <p>Performance based incentives will be made available to staff. A database of highly qualified staff will be used to identify vacancies in personnel.</p> <p>The current principal was newly appointed at the beginning of the 2011-2012 school year.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
	<p data-bbox="205 305 926 337">3. Sustain the model after the funding period ends.</p> <p data-bbox="155 378 1885 704">Professional learning communities are a commonly used practice at Joseph L Block. With implementation of reputable programming, ongoing and local conversations on how to impact the livelihood of low performing youth will result in a cycle of change. The infrastructures of the Transformation Model and the STEAM project are dependent on the overarching collaboration between the School City of East Chicago and its collaborative partners. The partnership will facilitate the coordination and communication necessary to provide the most effective and efficient array of services and educational programming for students beyond the grant cycle. A Steering Committee consisting of administrative staff and community personnel will meet quarterly to discuss IEP goals, Indiana Academic State Standards, school improvement plans and student achievement in accordance with the Transformation model and requirements as set forth by the Indiana Department of Education. The Office of Grants Management and Resource Development has already developed a sustainability plan. Internal and external evaluation of the model will remain constant.</p> <p data-bbox="155 748 1885 1073">The Academy will remain stable and ongoing even in the event of the exhaustion of critical funding. Our overarching goal is to sustain positive changes for at-risk and low performing youth. During the first year of the program, program staff will engage in internal readiness and community assessments to gauge School City of East Chicago’s strengths, weaknesses and opportunities in developing a long-term implementation plan. We will work with organizations (i.e. non-profits, faith-based organizations, universities) that share our program’s goals and objectives while partnering to extend the mission and vision of The Academy. A communications plan will also be developed that articulates the situational analysis, core values and envisioned future for The Academy. The plan will be shared with key stakeholders in order to garner broad based community support. The plan of communication would include sharing quarterly updates with all stakeholders via district webpage and community newsletters, along with frequent updates at meetings of the school board of trustees.</p> <p data-bbox="155 1117 1885 1222">Memorandums of Understanding will also be developed within 30 days articulating each partners commitment to long term sustainability. Opportunities for ongoing feedback will be available to students, staff and parents in an effort to alleviate turnover, increase meaningful professional development and learning environments for students.</p>

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:

- (a) Developing school improvement planning processes that support sustainability of education reform protocol;
- (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;
- (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;
- (d) Identifying alternative funding sources to sustain operational protocol that may require financial support;
- (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;
- (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as

School City of East Chicago will use Indiana Department of Education's Growth Model, results from standardized tests and surveys to determine the effectiveness of the Research Model. Longitudinal studies will also be used in order to determine the impact on the newly implemented design on student outcomes. Additional data used to determine outcomes includes DIBELS, Acuity, walk-throughs, results of the RISE Model, discipline and attendance. The Common Core Institute will work with district leaders monthly to analyze the impact of instruction and teacher professional development.

Focus groups with staff and selected students will allow all school personnel the opportunity to provide feedback. Teacher professional learning teams will review student data from RDS while making needed adjustments in order to improve effectiveness.

The Office of Grants Management and Resource Development have already developed a sustainability plan that aligns needed resources with funding sources.

The support staff will be funded through general funds and other similar grant opportunities.

Title II will support teacher professional development and training.

Additional professional development will be offered through Title I by instructional coaches.

School Improvement plans will be evaluated and reviewed to ensure educational gains.

The strategic plan will be reviewed by annually to ensure that student needs are met.

evidenced by an extensive action plan;

- (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;
- (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;
- (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;
- (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;
- (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;
- (l) Establishing and implementing accountability processes that provide effective oversight of the interventions,

school improvement activities, financial management, and operations of the school.

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

(Guidance Document, Section B, pages 26-31)

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

If implementing the turnaround model, complete the table below.

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

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

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

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

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

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model’s elements will be implemented during the 2011-2012 school year.		

Transformation Model (Guidance Document, Section E, pages 36-41)

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	No new principal will be hired, current principal began in 2012		
2. <i>Use evaluation systems for</i>	Implement the Rise Model. SCEC has completed	Chief Acad.	August 2012

<p><i>teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i></p>	<p>negotiations concerning the teacher evaluation rubric.</p> <p>Implementation and Evaluation of new principal and teacher evaluation tools</p>	<p>Officer, Supt., External Evaluator</p> <p>Board of Directors, Chief Acad. Officer, Supt.,</p>	<p>August 2012</p>
<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>Teachers will have the opportunity for performance based growth by virtue of partnerships with Purdue University Calumet. Teachers will have the opportunity for career advancement through stipends for their textbooks, a total of \$2,000 annually. Professional development stipends of \$1,000 annually will also be provided.</p> <p>Teachers that receive unsatisfactory marks on their evaluations will be placed on probation. In the event that improvements aren't made within six months, instructors will be removed from their positions</p>	<p>Principal, Finance Office</p> <p>Principal</p>	<p>August 2012 and ongoing</p> <p>Ongoing</p>

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>Professional development at Block Middle School will be personalized, job-embedded, supported, and closely monitored. Pearson Education will provide a specific professional plan as described below which will include ongoing support with differentiated training to meet the individual needs of teachers. Student assessment data will be utilized to drive necessary change in teacher professional development. This will be an ongoing process.</p>	Principal	8-12, ongoing
	<p>Discovery Education will also provide job embedded professional development in the areas of science and social studies. Teachers will work collaboratively through training sessions to learn how best to integrate technology and engage students. This will be ongoing training by Discovery Education. Teachers will also meet daily in their interdisciplinary teams to discuss implementation strategies and student achievement.</p>	Principal	8-12, ongoing
	<p>The principal and coaches will use Teacher Compass, a web based teacher effectiveness software, to gather teacher effectiveness data for each teacher during weekly Focus Walks. Teacher Compass is an easy-to-use, customizable online tool for collecting, organizing, and analyzing teacher performance data and using that data to create differentiated professional development plans. They will collect this data on iPad II's and then share these data with teachers. After reflective conversations with each teacher, they will create a personalized plan for growing their skills. Pearson</p>	Principal Pearson	8-12, ongoing
	<p>The principal and coaches will use Teacher Compass, a web based teacher effectiveness software, to gather teacher effectiveness data for each teacher during weekly Focus Walks. Teacher Compass is an easy-to-use, customizable online tool for collecting, organizing, and analyzing teacher performance data and using that data to create differentiated professional development plans. They will collect this data on iPad II's and then share these data with teachers. After reflective conversations with each teacher, they will create a personalized plan for growing their skills. Pearson</p>	Principal	8-12, ongoing

	<p>trained coaches will be available to come alongside to model, support, and then monitor the effectiveness of the teacher as they apply these new practices in their classroom.</p> <p>Teachers will be directed to resources that include peer observation, facilitated by CADRE teachers, and an online <i>Community of Learners</i> site that holds powerful resources including video and interactive chat rooms. The Community of Learning (“COL”) is the online eLearning portal that provides materials, tools and online resources in support of implementation of the Pearson Comprehensive Improvement Model and Instructional Solutions. Designated school staff will access the implementation expectations (rubrics), monographs, study groups, blackline masters of assessments, scoring templates, videos and other handouts. Implementation tools <i>that are available only on the COL</i> are, as applicable: assessment scoring templates, monograph flipbooks, genre study online resources, and access to the Assessment Reporting Online System.</p> <p>In addition, social networking tools such as blogs, journals, discussion boards, chat rooms, etc., are available through COL for client use as part of study groups and online professional development, as applicable. Online professional development is designed to provide a self-study course environment enhanced by live, web-based sessions with content experts.</p> <p>A number of specific Institutes, Academies, and training events are planned for Year 1. CADRE Teachers will be used to release teachers for training when it occurs</p>	<p>Principal</p> <p>Principal</p> <p>Pearson FS</p> <p>Pearson FS</p>	<p>8-12, ongoing</p> <p>8-12, ongoing</p> <p>8-12, ongoing</p> <p>8-12, ongoing</p>
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	<p>during the school day. Some of the listed trainings will be part of the week-long Launch Institute. Teachers will receive their regular compensation for professional development received outside of the normal school day.</p> <p>Pre Launch Training</p> <ol style="list-style-type: none"> 1) Leadership Team Institute (1 day training) for LT: Principal, asst. principal, Parent Assistant, Coaches, Workgroup Facilitators) 2) Workgroup Facilitators Training (1/2 day): All Teacher Workgroup Facilitators 3) Coaching Institute (5 days): principal and all coaches <p>Launch Institute</p> <ol style="list-style-type: none"> 4) Overview & Visioning (1/2 day): Principal and all staff 5) Schoolwide Instructional Focus Institute (2 days) Principal and all faculty 6) English Department Institute (1 day): Literacy Coaches, English Teachers, Special Education Teachers who support English instruction 7) Math Department Institute (1 days): Math Coach, Math Teachers, Special Education Teachers who support math instruction 8) Technology Integration Training (1 day): Training on using new technology effectively. Follow up training provided to support individualized through coaching/department specific training Ongoing Job-Embedded Professional Development (PD): 9) Leadership Team PD Meetings facilitated by Field Specialist (FS): (Monthly) Leadership Team (LT) focused on study and use of data to build data-driven culture 10) Guided Practice for Classroom Observation: (6x 	<p>Pearson Trainer</p> <p>FS and Principal</p> <p>FS</p> <p>FS and LT</p> <p>FS</p> <p>Workgroup Facilitators</p> <p>FS</p> <p>FS</p>	<p>8-12, ongoing</p>
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	<p>year) FS accompanies/coaches principal during Focus Walk/ Classroom Observation</p> <p>I 1) Progress Monitoring: (4x year) LT facilitated by FS to analyze progress supported by data</p> <p>I 2) Principal Coaching: (weekly) Principal job-embedded coaching by FS during planning, facilitating meetings, and providing instructional leadership to staff</p> <p>I 3) Department Workgroups: (12x year) FS supports Workgroup Facilitators through planning and/or participation</p> <p>I 4) English & Math Department: (12x year): PD by FS on standards-aligned instruction supported by 8-Step Process</p> <p>I 5) English Department: (1 ½ days): FS on focused content</p> <p>I 6) Math Department: (1 ½ days): FS on focused content</p> <p>I 7) Engagement Workgroup: (12x yr) FS supports investigation into policies/practices to enhance student engagement, implementing Early Warning System, supporting student social & emotional development</p> <p>I 8) Engagement Workgroup: (2 half day sessions to develop shared knowledge base for their work</p>	<p>FS</p> <p>FS</p> <p>FS</p>	<p>8-12, ongoing</p> <p>8-12, ongoing</p> <p>8-12, ongoing</p>
<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>In collaboration with the board of directors develop systems that support staff. A fund will be established specifically for teachers to attend course relevant trainings during the summer.</p> <p>Provide action research grants for hands on projects</p>	<p>Principal</p> <p>Principal, Office of Grants</p>	<p>8-12</p> <p>8-12</p>

	Collaborations will be made with School City of East Chicago's Director of Communication's in order to enhance the job postings made by the school corporation in order to ensure they reflect the benefits of working within it according to RISE	Management Director of Human Resources, Director of Communications	8-12
6. <i>Provide increased learning time for students and staff.</i>	<p>Add an additional 300 hours of instructional time according to results of Growth Model</p> <p>Add an additional four days of instructional time to the school year</p>	Principal Board of Directors	6-12 8-12
7. <i>Use data to implement an aligned instructional program.</i>	Baseline data including each student's grade point average and standardized test scores will be initially gathered. The analysis of the above measures will be further aided by the use of models obtained Pearson	Block Staff, Administrators	8-12, quarterly

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>8. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<p>All programmatic staff will be trained concerning RISE model</p> <p>Monthly data meetings will be held per academic area. Instructors will be encouraged to use data when developing lesson plans.</p> <p>Teachers will learn to use data to inform and differentiate instruction through targeted assistance by coaches, Workgroup Facilitators, and Pearson Field Specialists</p> <ol style="list-style-type: none"> 1) Administer scanners to identify students in need of intervention or acceleration courses 2) Schedule student into Navigator and Ramp Up courses 3) Administer formative assessments 4) Hold data conversations to determine instruction based on student work and results of formative assessment 5) Provide intervention for students not meeting standards 6) Retest remediated students 	<p>Principal</p> <ol style="list-style-type: none"> 1) Coach 2) Principal & Coach 3) Teachers 4) Coach 5) Teachers 6) Teacher 	<p>Ongoing</p> <ol style="list-style-type: none"> 1) August 2) August 3) Every 3 weeks 4) Weekly 5) Daily 6) At end of intervention
<p>9. <i>Provide mechanisms for family and community engagement.</i></p>	<p>In collaboration with community partners, establish bilingual quarterly parent outreach events and conferences. During the summer, host a Parent University consisting of a number of community leaders</p>	<p>Principal, Parent Liaisons</p>	<p>annually</p>

	and educational institutions. Family and community engagement include the following activities:		
<i>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	Work with partnering agencies to develop action plans.	Principal, University Partners	8-12
<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	<p>Monthly meetings with district administrators (Chief Academic Officer, Director of Special Education, Director of Technology, District System Administrator).</p> <p>Meetings as required with the Indiana Department of Education.</p>	Principal, Administrators, Partners	8-12, ongoing

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

Pre-Implementation

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

Action: Administrative personnel and community leaders will meet to review the proposed action plan and dates in order to ensure that action items are completed according to the proposed deadlines. A newly hired CFO in collaboration with Block Middle School staff will ensure that all budgeted items are purchased with fidelity.

Timeline: May 2012- ongoing

Budget: N/A

Check Your Work - Additional Requirements for All Models

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

Restart Model

(Guidance Document, Section C, pages 31-34)

We will implement this model.

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

If implementing the restart model, complete the table below.

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

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.		

School Closure

(Guidance Document, Section D, pages 34-35)

We will implement this model.

We will not implement this model – do not complete.

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

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

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.		

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

Instructions:

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

Note: Goals must be measurable and aggressive, yet attainable.

SY 2012-2013 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
60% of all students are proficient on ISTEP + English	75% of all students are proficient on ISTEP+ English,	85% of all students are proficient on ISTEP+ English	95% of all students are proficient on ISTEP+ English, all NCLB goals will be met to include each student population of African American, ENL, Free Reduced Lunch, Special Education

<p>65 % of all students are proficient on ISTEP+ mathematics</p>	<p>75% of all students are proficient on ISTEP+ mathematics</p>	<p>85% of all students are proficient on ISTEP+ mathematics</p>	<p>100% of all students are proficient on ISTEP+ mathematics, all NCLB goals will be met to include each student population of African American, ENL, Free Reduced Lunch, Special Education</p>
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II: Budget

Instructions:

- 1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

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

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

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

Title II A will be used to provide training for teachers and educational advancement. ARRA funds will be used to provide common core professional development. Title I will be used for research based and vertically aligned curriculum. Indiana Department of Health provides funds for student well being. Title II A will be used to hire highly effective teachers. Professional Learning Communities grant and Title II A will enable ongoing Common Core training.

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

Attachment A: LEA Budget Capacity Scoring Rubric

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

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

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			

<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none">○ <i>Saturday intervention</i>○ <i>Before or after school enrichment/remediation</i>○ <i>School vacation weeks</i>● <i>Compensation for extended day is identified by the LEA</i>			
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Attachment B: LEA Commitments Scoring Rubric

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

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

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

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

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

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

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

Attachment B: Budget

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

School Year 2012 - 2013

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

Corporation Name: School City of East Chicago
 Corporation Number: 4670
 School Name: Block Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL	
1. PERSONNEL (include positions and names)							
		x		(8)P.T. Interventionist Math/L.A	115,200.00		
	x	x		Principal	85,000.00		
	x	x		STEAM Coordinator	60,000.00		
	x	x		Technology Mentor	60,000.00		
		x		Art Mentor, Part-time	15,000.00		
				Prof Dev Stipends for Teachers	100,000.00		
				Stipends for Teacher Mentors	20,000.00		
				College and Career Readiness Counselor	65,000.00		
				Performance Based Incentives	150,000.00		
		x		Sub and Stipend Pay	75,000.00		
		x		Saturday Intervention Teachers 30 X 40 hours per week \$125	60,000.00		
		TOTAL SALARIES					805,200.00
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.							
						146,143.80	
3. TRAVEL: (differentiate in-state and out-of-state)							

Out-of-state	For the Shadowing of STEM Schools and Fine Arts	5,000.00	
In-state	For the Shadowing of STEM Schools and Fine Arts	5,000.00	
In-State	I.U. travel for 8 Large Group, 8 small group meetings and 5 teacher institutes	28,148.00	
In-State	40 Developmental Assests and Resolution Training	10,000.00	
Out-of-state	GREAT Training and Resources	5,000.00	
	TOTAL TRAVEL		53,148.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Common Core	Staff Training	50,000.00	
Scholastic	Math & Read 180	65,000.00	
Scientific Learning	Fast Forward	50,000.00	
	I.U. Hospitality	13,000.00	
Indiana University	Onsite professional development	90,588.00	
Discovery Education	Integrated Curriculum and Professional Development	100,000.00	
RISE	Training on RISE Model	30,000.00	
24-Hour Crisis Management	Hot line and Website	2,500.00	
	TOTAL CONTRACTED SERVICES		401,088.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		70,200.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		120,318.50
7. OTHER SERVICES: (Include a specific description of services.)			
	I.U. Fee Remissions - Tuitions	66,866.00	
	Marketing	4,000.00	
	Indirect & Administrative Costs (3.81%)	63,892.34	
	Parent Materials	10,000.00	
	TOTAL OTHER SERVICES		144,758.34
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,821,722.64

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
30	Probeware/Labquests	\$ 200.00	\$6,000.00
60	Workshop Supplies	\$ 250.00	\$ 15,000.00
30	Video Recorders	\$ 200.00	\$ 6,000.00
30	Math Manipulatives	\$ 400.00	\$ 12,000.00
40	Copy Paper (Case)	\$ 30.00	\$1,200.00
	Gang Prevention Resource Library		\$30,000.00
	TOTAL SUPPLIES COSTS		\$ 70,200.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
250	Licenses for Scholastic Math Inventory	\$ 29.99	\$ 7497.50 -
500	Licenses for Technology Books Science and Social Studies Standards	\$ 40.00	\$ 20,000.00
125	iPads	\$ 499.00	\$ 62,375.00 -
5	iPad Carts	\$ 1,800.00	\$ 9,000.00 -
1	Ikon Xerox Printer 5300 Series	\$ 8,100.00	\$ 8,100.00
5	Gateway Desktop Z86800	\$ 850.00	\$ 4,250.00
24	TI 83t Texas Instruments Graphing Calculators	\$ 129.00	\$ 3096.00
4	Wi-Fi Live View Bus Cameras	\$1,500.00	\$6,000.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 120,138.50

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



School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

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

Corporation Name: School City of East Chicago
 Corporation Number: 4670
 School Name: Block Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL	
1. PERSONNEL (include positions and names)							
		x		(8)P.T. Interventionist Math/L.A	115,200.00		
	x	x		Principal	\$85,000.00		
	x	x		STEAM Coordinator	\$60,000.00		
	x	x		Technology Mentor	\$60,000.00		
		x		Art Mentor, Part-time	\$15,000.00		
				Prof Dev Stipends for Teachers	100,000.00		
				Stipends for Teacher Mentors	20,000.00		
	x	X		College and Career Readiness Counselor	65,000.00		
				Performance Based Incentives	150,000.00		
				Sub and Stipend Pay	75,000.00		
		x		Saturday Intervention Teachers 30 X 40 hours per week \$125	\$60,000.00		
		TOTAL SALARIES					805,200.00
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.							
						146,143.80	
3. TRAVEL: (differentiate in-state and out-of-state)							
	out-of-state			For the Shadowing of STEM Schools and Fine Arts	5,000.00		

in-state	For the Shadowing of STEM Schools and Fine Arts	5,000.00	
In-State	I.U. travel for 8 Large Group, 8 small group meetings and 5 teacher institutes	28,148.00	
	TOTAL TRAVEL		38,148.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Common Core	Staff Training	50,000.00	
Scholastic	Math & Read 180	65,000.00	
Scientific Learning	Fast Forward	50,000.00	
	I.U. Hospitality	13,000.00	
Indiana University	Onsite professional development	90,588.00	
Discovery Education	Integrated Curriculum and Professional Development	100,000.00	
RISE	Training on RISE Model	30,000.00	
24-Hour Crisis Management	Hot line and Website	2,500.00	
	TOTAL CONTRACTED SERVICES		401,088.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		40,200.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$34,843.00
7. OTHER SERVICES: (Include a specific description of services.)			
	I.U. Fee Remissions - Tuitions	66,866.00	
	Marketing	4,000.00	
	Indirect & Administrative Costs (3.81%)	58,921.23	
	Parent Materials	10,000.00	
	TOTAL OTHER SERVICES		139,787.23
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,605,410.03

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: School City of East Chicago
 Corporation Number: 4670
 School Name: Block Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
		x		(8)P.T. Interventionist Math/L.A	115,200.00	
	x	x		Principal	\$85,000.00	
	x	x		STEAM Coordinator	\$60,000.00	
	x	x		Technology Mentor	\$60,000.00	
		x		Art Mentor, Part-time	\$15,000.00	
	x	x		Principal	290,000.00	
				Prof Dev Stipends for Teachers	100,000.00	
				Stipends for Teacher Mentors	20,000.00	
	x	X		College and Career Readiness Counselor	65,000.00	
				Performance Based Incentives	150,000.00	
				Sub and Stipend Pay	75,000.00	
		x		Saturday Intervention Teachers 30 X 40 hours per week \$125	\$60,000.00	
		TOTAL SALARIES				805,200.00
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.						
						146,143.80
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			For the Shadowing of STEM Schools and Fine Arts	5,000.00	

in-state	For the Shadowing of STEM Schools and Fine Arts	5,000.00	
In-State	I.U. travel for 8 Large Group, 8 small group meetings and 5 teacher institutes	28,148.00	
	TOTAL TRAVEL		38,148.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Common Core	Staff Training	50,000.00	
Scholastic	Math & Read 180	65,000.00	
Scientific Learning	Fast Forward	50,000.00	
	I.U. Hospitality	13,000.00	
Indiana University	Onsite professional development	90,588.00	
Discovery Education	Integrated Curriculum and Professional Development	100,000.00	
RISE	Training on RISE Model	30,000.00	
24-Hour Crisis Management	Hot line and Website	2,500.00	
	TOTAL CONTRACTED SERVICES		401,088.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		40,200.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$34,843.00
7. OTHER SERVICES: (Include a specific description of services.)			
	I.U. Fee Remissions - Tuitions	66,866.00	
	Marketing	4,000.00	
	Indirect & Administrative Costs (3.81%)	58,921.23	
	Parent Materials	10,000.00	
	TOTAL OTHER SERVICES		139,787.23
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,605,410.03

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

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

Attachment E: Intervention Scoring Rubrics

Turnaround

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

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

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

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

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

Total Score _____/60

Transformation

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

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

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

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

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

Total Score _____/66